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ABSTRACT

This report discusses the 1974 African Outreach Workshop planned and coordinated by the African Studies Program at the University of Illinois at Urbana-Champaign. Its major aim was to assist teachers in developing curriculum units on African using materials available in their local community. A second aim was for the African Studies Program to serve the community outside the University by making available accurate and comprehensive knowledge on Africa and Africans. Part 1 of the report discusses the organization of the workshop and its general impact during the following school year. Part 2 presents curriculum materials developed for three schools during the workshop, and editorial comments on the implementation of the curricula during the period of the workshop and the following year. Sample materials include the following: (a) Africa: Operation Exposure, A Mini-Unit; (b) African Masks; An Art Unit; (c) A Unit on African Culture for Grades 2 and 4; (d) Sixth Grade Africa Unit Related to the Taba Curriculum; and (e) A Curriculum Outline for Studying About Africa in Elementary Schools. (Appendixes listing workshop participants and materials distributed are included.) (Author/JS)

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AFRICAN OUTREACH WORKSHOP 1974

Report on a four-week in-service training program for elementary and junior high school teachers held at the University of Illinois at Urbana-Champaign March 25-29, June 17-July 5, 1974.

Report written by Nancy J. Schmidt, Visiting Associate Professor of Anthropology and African Studies, University of Illinois at Urbana-Champaign.

Curriculum materials written by Sherry Hendrickson, Art Teacher, Franklin Junior High School, Champaign, Illinois; Jan Conkright, Parent Aide, Kathleen Johnson, Sixth Grade Teacher, Sue Mullens, Fourth Grade Teacher, Jan Turner, Student Teacher and Michele Wagner, Second Grade Teacher, Washington Elementary School, Champaign, Illinois; and Dorothy V. Shelley, Librarian, Yankee Ridge Elementary School, Urbana, Illinois.

African Studies Program
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June 1975

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PREFACE

The African Outreach Workshop was planned and coordinated by the African Studies Program at the University of Illinois at Urbana-Champaign with funding from the U.S. Office of Education (OEG-074-0354.) Its major aim was to assist teachers in developing curriculum units on Africa using materials available in their local community. A second aim of primary importance was for the African Studies Program to serve a community outside the university by making available accurate and comprehensive knowledge on Africa and Africans.

The report which follows is organized into two parts. The first part discusses the organization of the 1974 African Outreach Workshop and the general impact of the workshop during the school year following the workshop. The second part presents curriculum materials developed for three schools during the workshop and editorial comments on the implementation of the curricula during the period of the workshop and during the following school year. A table of contents precedes each part of the report.

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INTRODUCTION

The 1974 African Outreach Workshop was designed in relation to two important, but different kinds of educational needs. First, there is a need for developing accurate, up-to-date elementary and secondary school curricula on Africa, a geographic area which for long has been neglected in American school curricula and for which few high quality curriculum materials are available. Second, there is a need to disseminate beyond the university the knowledge about Africa which has been acquired through intensified research activities over the last fifteen years. In the context of the 1974 African Outreach Workshop, these two educational needs were combined to serve schools in Champaign and Urbana, Illinois.

The 1974 African Outreach Workshop was planned in relation to the realities of teaching in Champaign and Urbana, Illinois, although it was hoped that the general format of the Workshop would have significance to other communities. In contrast to Project Africa[1], a social studies curriculum project at Carnegie-Melon University which developed instructional materials on African history and culture for general use in high schools, the 1974 African Outreach Workshop assisted teachers in developing curricula related to the realities of their own classrooms and the resources in the Champaign-Urbana community. In contrast to the joint efforts of the North Carolina State Department of Public Instruction and the School Services Division of the African-American Institute in providing in-service workshops in relation to an officially adopted junior high school curriculum[2], the 1974 African Outreach Workshop was an in-service workshop related only to local curricula, since the state of Illinois has no requirement to study about Africa. Furthermore, it was related to both elementary and secondary school curricula, since local teachers at both levels were interested in incorporating African material in their classes. However, there were some similarities between the 1974 African Outreach Workshop and the three-year series of workshops given in North Carolina in the main areas of focus of the workshops on the teachers' knowledge about Africa, methods of teaching about Africa, materials for teaching about Africa and evaluation of materials about Africa.

The 1974 African Outreach Workshop was the first major activity of the African Outreach Program at the University of Illinois at Urbana-Champaign. The African Outreach Program is a continuing program, dependent upon funding from outside the university, which aims to stimulate interest in studying about Africa in elementary and secondary schools and to increase elementary and secondary school teachers' competencies in teaching about Africa. The 1974 Workshop was planned as the first in a series of activities involving the African Studies Program at the University of Illinois and school teachers in the Champaign-Urbana area.

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[1] Barry K. Beyer and E. Perry Hicks, Project Africa Final Report (Washington: U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, June 1970)

[2] Teaching About Africa in the Social Studies Curriculum. Evaluation of Activities for Seventh Grades in North Carolina 1969-1972. ERIC ED 073 977, August 1972

PLANNING FOR THE 1974 AFRICAN OUTREACH WORKSHOP

A basic plan for the African Outreach Workshop as an intensive in-service training project for teachers was drawn up by members of the African Studies Program (Dr. Victor C. Uchendu, Director of the African Studies Program and Tom Conkright, Workshop Coordinator) and the College of Education (Dr. Roger Brown, Dr. Benjamin Cox, Dr. Roland Payette and Dr. Alan Peshkin.) This basic plan included:

1. one week of full-day sessions to provide teachers with background for developing classroom units on Africa,
2. the development and implementation of classroom units on Africa by the teachers participating in the workshop,
3. three weeks of full-day sessions to evaluate the classroom units and to acquire additional background for improving and expanding the classroom units on Africa.

This basic plan for the African Outreach Workshop was developed in more detail through conferences involving the personnel of the African Studies Program and College of Education of the University of Illinois at Urbana-Champaign and administrative personnel of the Champaign and Urbana School Districts. (Dr. Eugene Howard, Superintendent, and his staff in Urbana and Dr. Marshall Berner and his staff in Champaign.)

Through these conferences it was decided to incorporate materials in the Workshop related to reducing prejudice, so as to reinforce the activities of the local Title VII programs. It was also agreed that classroom units on Africa would be developed for both individualized and group instruction. Academic credit from the University of Illinois at Urbana-Champaign was to be granted to all teachers who participated in the entire workshop: two units of graduate credit to teachers and eight hours of undergraduate credit to teacher aides.

A prospectus for teachers was drawn up stating the plans for the Workshop as formulated at the conferences mentioned above.

PROSPECTUS FOR TEACHERS

AFRICAN OUTREACH WORKSHOP

University of Illinois, Champaign-Urbana

SPRING SEMESTER-SUMMER SESSION 1974

Sponsored by The African Studies Center
Victor C. Uchendu, Director
Tom Conkright, Program Coordinator

Overview. An African Outreach Workshop, sponsored by the African Studies Center at the University of Illinois, will be held during the spring semester and summer session 1974 on the University of Illinois campus and in the Champaign and Urbana public schools. The purposes of the workshop are to promote interest in African cultures among teachers and students in the public schools, increase African content in school curriculum, and produce and test materials useful in the study of Africa in schools.

Participants in the workshops will include teachers in the Champaign and Urbana schools, and professors at the University of Illinois who will include African Area Specialists, and Curriculum Consultants from the College of Education.

Time. The African Outreach Workshop will operate in three parts. Part one will start on the University of Illinois campus the week of March 25 to March 29. Sessions will be held from 9:00 a.m. to 12:00 noon, and 1:00 p.m. to 4:00 p.m. Monday through Thursday, and 9:00 a.m. to 12:00 noon on Friday. Arrangements will be made for teachers to be released from regular duties.

Part two will run from April 1 through the end of the public school year and will involve the completion of the tasks designed or started in part one. Most of this will take place in the Champaign and Urbana schools.

Part three will run for three weeks from June 17 through July 5 on the University of Illinois campus. Sessions will be held from 9:00 a.m. to 12:00 noon and 1:00 p.m. to 4:00 p.m. Monday through Friday throughout the three weeks (except July 4) for a total of 84 hours in 28 sessions.

Participants. Participants in the workshops will include:

1. Public school teachers from elementary, junior high, and senior high schools in Champaign and Urbana school system - a total of 25 to 30 teachers.

2. Faculty and students in the social sciences, humanities, and arts associated with the African Studies Center at the University of Illinois campus.

3. African students (and their families) enrolled in graduate and undergraduate courses in the University of Illinois.

4. Faculty and students in the College of Education of the University of Illinois.

   Three faculty members have been selected thus far: Roger Brown, Benjamin Cox and Roland Payette.

5. Public school pupils of teachers in no. 1.

6. Visitors and specialists from outside the Champaign-Urbana area.

7. Special service persons from the University of Illinois and the Champaign and Urbana schools.

Teacher Benefits. Teachers selected for this workshop will receive graduate credit at the University of Illinois. Tuition and fee waivers will be provided.

Teacher Responsibilities. Public School Teachers will be expected to conduct the following activities:

1. Attend scheduled lectures, presentations, and discussions, during both parts one and three.

2. Become acquainted with African materials.

3. Interview and consult with African specialists and African students.

4. Collect, evaluate and prepare teaching materials.

5. Organize an African "unit" and teach it in their classrooms.

6. Teach demonstration lessons in workshops.

Public school teacher selection.

1. Volunteers will be sought from the high schools, junior high schools, and elementary schools in Champaign and Urbana.

2. Volunteers will be asked to submit their names as teams of two and three persons from a single school.

3. Volunteering teams will be asked to justify their interest in the workshop, by describing (in a paragraph or two) what they aim to prepare together, how they aim to cooperate in parts one and two of the workshop, or how their school would benefit from this team enterprise.

4. It is expected that teams' interests and available faculty competencies will be complementary.

   The following may be used as a general guide to the University of Illinois African Faculty competencies:

   Major Field of Faculty Members

Agricultural Economics	6	Geography	1
Agronomy	3	Geology	2
Anthropology	3	Linguistics	2
Art History	1	Mathematics	1
Education	5	Political Science	3
Economics	2	Radio/TV	3
History	2	Sociology	2

5. Final selection will be made cooperatively by the school district staff and the director of the African Studies Center.

AFRICAN OUTREACH WORKSHOP, ONE WEEK SESSION, MARCH 25-29

The first week of the African Outreach Workshop was held on the University of Illinois campus at Urbana-Champaign from March 25 through March 29, 1974. The general plan of the sessions consisted of morning sessions devoted to the presentation of information about Africa by subject specialists on the faculty affiliated with the African Studies Program. Each subject specialist gave a lecture on some aspect of Africa, such as history, politics and culture, and responded to questions asked by the workshop participants. The afternoon sessions were devoted to becoming familiar with resources for curriculum development on Africa, observing an African graduate student teaching about Africa in an elementary school class and making general plans for developing classroom units on Africa.

The specific schedule of activities was as follows: Monday, March 25

9:00 - Introduction - Victor C. Uchendu, Director of African Studies Program

10:00 - Growing up in Africa - Discussion by African graduate students

1:00 - Music and Dance Presentation - Ghanaian students

2:15 - Tour of the African holdings of the World Heritage Museum

3:30 - African holdings in the University of Illinois Library - Yvette Scheven, Africana Bibliographer

8:00 - Reception at the home of the Director

Tuesday, March 26

9:00 - The Geography of Africa, Charles Alexander, Department of Geography

10:30 - Stereotypes of African Cultures, Bonnie Keller, Anthropology Department

1:00 - Observation of African graduate student teaching elementary school children about Africa, King School, Urbana

3:00 - Curriculum Development - Roger Brown, Ben Cox and Roland Payette, College of Education

Wednesday, March 27

9:00 - African History - Donald Crummey, History Department

10:00 - African Politics - Dean McHenry, Political Science Department

11:00 - African Children's Literature - Nancy J. Schmidt, Consultant from Rockford College

1:00 - Discussion of Educational Values - Nicholas Makura and Josiah Tlou, graduate students in Education

2:00 - Curriculum Development - Roger Brown, Ben Cox, Ella Leppert and Roland Payette, College of Education and Nancy J. Schmidt, Consultant from Rockford College

Thursday, March 28

9:00 - 4:00 - Curriculum Development

Each team of teachers met in turn with Roger Brown, Ben Cox, Roland Payette and Nancy J. Schmidt

Friday, March 29

9:00 - Final reports and plans for the Summer Session - all staff

10:30 - Closing remarks - Victor C. Uchendu, Director of African Studies

11:00 - Workshop Evaluation - led by Ben Cox and Roland Payette, College of Education

6:00 - African dinner for teachers prepared and hosted by African women. Teachers were invited to come at 1 o'clock and observe the preparations.

The participants in the March week of the workshop included:

20 teachers from Champaign and Urbana

7 members of the African Studies Program

3 members of the College of Education

11 African graduate students

1 academic consultant on children's literature about Africa

The short evaluation held on the final day of this part of the workshop indicated that teachers were participating in the African Outreach Workshop for two main reasons. First, they were interested in adding African material to their curriculum or in expanding the Afro-American part of their curriculum with African materials. Second, they were interested in acquiring general skills in curriculum development which could be applied to any geographic area.

The teachers were generally satisfied with the format of the first week of the workshop. However, they felt that each of the academic presentations should have been longer and that these presentations would have been more useful if bibliographies of related materials had been distributed. (See Appendix A for a list of teachers who participated in the March sessions of the workshop.)

AFRICAN OUTREACH WORKSHOP-DEVELOPING AND IMPLEMENTING CLASSROOM UNITS ON AFRICA

Between April 1, 1974 and the end of the school year in June, the Champaign and Urbana teachers developed and implemented classroom units on Africa with the assistance of the African Studies Program and the College of Education staffs. The College of Education staff assisted the teachers in the technical curriculum aspects of developing their classroom units. The African Studies Program assisted the teachers in three main ways:

1. Provided teachers with information about Africa or bibliographic assistance in finding information about Africa relevant to the preparation of their classroom units.
2. Provided teachers with a list of African students willing to participate in classroom activities about Africa. The list was compiled from a survey of African students at the University of Illinois made by the African Studies Program. (The students are listed in Appendix B.)
3. Provided funds and supplies for developing classroom units on Africa in the following areas: typing and mimeographing materials for classroom use, videotaping classroom activities and purchasing art supplies.

The units on Africa which the teachers developed during this period varied in length from one to six weeks, with most of them lasting two weeks. Some of the teachers developed social studies and art units which focused exclusively on Africa. Other teachers expanded existing units on Afro-American history, reading and literature by bringing in African content wherever appropriate, rather than focusing only on Africa for a short period of time. Four of the units developed during this time are discussed in Part II of this report.

On May 10, 1974 the workshop participants met on the University of Illinois campus at Urbana-Champaign with members of the African Studies Program and College of Education staffs to discuss their classroom activities on Africa and to make plans for the three-week summer session of the African Outreach Workshop. The Champaign and Urbana teachers reported on resources which had been useful in developing their classroom units and on both successful and unsuccessful teaching strategies which they had employed. They also indicated additional assistance which they needed during the final month of school to complete their classroom units.

AFRICAN OUTREACH WORKSHOP-THREE WEEK SESSION-JUNE 17-JULY 5

The three-week summer session of the African Outreach Workshop was held on the University of Illinois campus at Urbana-Champaign. Prior to the beginning of this session, a survey of resources about Africa in the school libraries in Champaign and Urbana was taken, so that it would be known what resources were available in Champaign and Urbana schools for teaching about Africa. Each school librarian was asked to list books, magazines, pamphlets and audio-visual resources available; to indicate purchases planned for the future; and to assess the adequacy of the library's holdings on Africa. Although not all school librarians completed the surveys, those which were completed were helpful in increasing the participants' awareness of available resources.

As in the March workshop sessions, different kinds of activities related to information about Africa and curriculum development were included in the three-week summer sessions. Approximately half of the sessions were devoted to the demonstration of activities which could be used in the classroom and the provision of information on topics such as literature, schooling and national economies, which had not been covered in the lectures during the March sessions of the workshop. As in the March sessions of the workshop, teachers consulted with subject and curriculum specialists about the development of their classroom units. More time was spent discussing criteria for evaluating written and audio-visual materials about Africa than in March and some attempts were made to apply these criteria to specific materials. In addition, teachers from each school demonstrated, discussed and evaluated the classroom units on Africa which they had developed and implemented between April 1, 1974 and the end of the school year.

The schedule of activities during the three week session of the African Outreach Workshop follows:

Monday, June 17

Registration all morning

Afternoon: Greetings from Tra[illegible]l West Africa-Victor Uchendu, Peter Asun, Dan Kamanda, Ben Ale.

Greetings from South Africa-Remy Tshibangu, Josiah Tlou, Nick Makura.

Records, Songs and Stories, We[illegible] and Central Africa

Tuesday, June 18

Morning: Rehearse greetings

Instruments of the dance band - Ben Ale, Oscar Suley

Concert of tunes from West Africa - Ben Ale, Oscar Suley

Exercises and activities for teaching rhythm and dance in schools - Gustav Twerefoo

Afternoon: Library materials - Yvette Scheven

Wednesday, June 19

Morning: Rehearse greetings

Exhibit of crafts and discussion of how to make with American materials - Joyce Peacock

African cloths, their meaning and how to wear them - Gustav Twerefoo

Afternoon: Washington II presentation of their Africa unit

Thursday, June 20

Morning: Rehearse greetings

Pottery-making - Josiah Tlou

Songs and stories of West Africa - Fred Kanali, Peter Asun

African checkers, Oware and other games of skill - Fred Kanali, Dan Kamanda, Fred Gbegbe, James Awoyale

Afternoon: Authentication of materials and application of critical criteria - Nancy J.Schmid

Friday, June 21

Morning: Film evaluation

Group I: Africa: Introduction to a continent

Ancient Africans
Discovering the Music of Africa
Industry in Africa

Discussion led by Roger Brown and Roland Payette

Group II: Daily Life of the Bozo

East Africa, Tropical Highlands
Herding Cattle on the Niger
Two Families: African, American

Discussion led by Yvette Scheven and Ben Cox

Monday, June 24

Morning: Economic and political life in Africa - Josiah Tlou

Washington I presentation of their Africa unit

Afternoon: Special session on geography - Tendai Makura

Teams meet with consultants: Joyce Peacock, Nancy J. Schmidt and Gustav Twerefoo

Tuesday, June 25

Morning: Tie-dye demonstration - Dorothy Tsuma

Cooking a snack demonstration - Elizabeth Hyde

African art slide presentation - Anita Glaze

Afternoon: Special session on music: Gustav Twerefoo

Teams meet with consultants: Joyce Peacock and Nancy J. Schmidt

Wednesday, June 26

Morning: Ibo names - Gini Mbanafo

Afro-American presentation by staff of Afro-American

Cultural Center - Film: Black history, Lost, Stolen or Strayed and demonstration of materials for teachers and students.

Afternoon: Teams meet with consultants: Ella Leppert, Joyce Peacock, Nancy J. Schmidt and Gustav Twerefoo

Thursday, June 27

Morning: Swahili Proverbs - Albert Scheven

Jefferson presentation of their Africa unit

Afternoon: Teams meet with consultants: Ella Leppert, Joyce Peacock, Nancy J. Schmidt and Gustav Twerefoo

Friday, June 28

Morning: Yankee Ridge presentation of their Africa unit

Monday, July 1

Morning: Education II presentation of their Africa unit

Afternoon: Teams meet with consultants: Elizabeth Hyde, Ella Leppert, Yvette Scheven and Josiah Tlou

Tuesday, July 2

Morning: Centennial/Franklin presentation of their Africa unit

Afternoon: Teaching in African grade and high schools, Josiah Tlou and Fred Kanali

Teaching in African colleges and universities: Albert Scheven and Roger Brown

Administration of African educational institutions - Chris Arowolo, Nick Makura

Wednesday, July 3

Morning: Transactional analysis - Roland Payette

Friday, July 5

Morning: General Evaluation - Ben Cox

The participants in the three week summer session of the workshop included:

21 teachers from Champaign and Urbana

5 members of the African Studies Program

4 members of the College of Education

9 African graduate students

1 academic consultant on children's literature about Africa

1 consultant on craft materials

In addition to the teachers registered for the workshop (reflected in the figures above) several other teachers and Title VII personnel attended those sessions during the summer which were of particular interest to them.

EVALUATION OF THE AFRICAN OUTREACH WORKSHOP

The African Outreach Workshop was evaluated from several perspectives. A pre and post-test of knowledge about Africa was administered by Josiah Tlou, an African graduate student. This test was the one used in Project Africa to evaluate what high school students learned from a semester course on African history and culture[1]. It was given on March 25 and July 5. The workshop participants did not know that the test would be administered a second time. The results of this test indicated a substantial gain in the participants' knowledge about Africa.

On July 3, 1974, Professor Roland Payette of the College of Education utilized transactional analysis to evaluate the interaction among workshop participants and the attitudes of the workshop participants toward the workshop format and its subject-matter content. This aspect of the evaluation was useful to workshop participants in increasing their awareness of how their biases toward Africa were manifested in their behavior and how their styles of discussion contributed to and distracted from the aims of the workshop.

On July 5, 1974, Professor Ben Cox of the College of Education led a general discussion of the strengths and weaknesses of the African Outreach Workshop approach to in-service training for teachers interested in developing classroom materials on Africa. The general consensus of the Champaign and Urbana teachers was that the workshop format had been more useful to them than that of other curriculum workshops which they had attended. However, they expressed a need for longer sessions on each topic so that more detailed information could be presented, as well as a need for more guidance in evaluating the quality and accuracy of materials available for teaching about Africa.

The teachers found the materials that were distributed to all participants useful in providing background information and suggestions for teaching. (These materials are listed in Appendix C). However, they were interested in acquiring more suggestions for teaching. Unfortunately, the text for the course Teaching Africa Today (New York: Citation, 1973) by E. J. Murphy and Harry Stein did not arrive until the end of the workshop. Although resource lists and critiques of curriculum materials were placed on reserve at the University of Illinois Library, they were not used by the workshop participants.

The teachers felt that one of the most valuable aspects of their classroom units about Africa had been participation by African students. They felt that classroom visits by African students were especially useful in breaking down children's stereotypes about such things as the way Africans dress and speak, in providing children an

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[1] Barry K. Beyer. Africa South of the Sahara, A Resource and Curriculum Guide (New York: Random House, 1969) pp. 33-38.

opportunity to ask questions about topics with which the teachers were unfamiliar and in making the study of Africa more personally meaningful to the children. In addition, the teachers gained knowledge about Africa from the student speakers, most of whom had experience teaching in Africa and some of whom had worked on curriculum development in Africa or the United States.

IMPACT OF THE AFRICAN OUTREACH WORKSHOP DURING THE 1974-1975 SCHOOL YEAR

In terms of the aims of the 1974 African Outreach Workshop a thorough evaluation must involve a knowledge of participant teachers' activities after the conclusion of the workshop sessions. Through the activities of the African Outreach Program it has been possible to be familiar with the activities of most of the participant teachers during the 1974-1975 school year.

One of the aims of the Workshop was to stimulate interest in teaching about Africa. Not only have most of the participants sustained their interest in teaching about Africa, they also have encouraged others to teach about Africa. During the spring of 1974 several teachers had already demonstrated their willingness to share what they had learned from the Workshop by helping to lead Saturday workshops sponsored by the African Outreach Program in East St. Louis, Peoria and Springfield, Illinois. During the 1974-1975 school year one teacher helped lead a workshop sponsored by the African Outreach Program, several teachers lent classroom materials they had developed for use in workshops sponsored by the African Outreach Program and one teacher was instrumental in making contacts for the African Outreach Program to give two workshops for school librarians.

The teachers also stimulated other teachers in their schools to teach about Africa and use the services of the African Outreach Program. In all the schools where a team participated for the entire workshop, more teachers incorporated African materials in their classes in 1974-1975 than in 1973-1974 or longer units on Africa were taught. The teachers who participated in the 1974 African Outreach Workshop shared materials and teaching suggestions with other teachers in their schools and in several cases taught one or more class sessions for other teachers. The participants of the 1974 Workshop shared audio-visual resources borrowed from the African Outreach Program and African speakers scheduled by the African Outreach Program with other teachers in their schools. One teacher shared a bibliography developed by the African Outreach Program for her class with all the teachers at her grade level in her school district. All of the teachers who began teaching about Africa in 1974-1975 attended at least one of the half-day workshops in the Champaign-Urbana area sponsored by the African Outreach Program. In addition, four of the participants in the 1974 Workshops attended one of these half-day workshops in 1974-1975.

The teachers who participated in the 1974 Workshop also provided a stimulus to each other by informally discussing ideas about teaching about Africa, by undertaking cooperative projects involving different grade levels and by teaching in each other's classes, usually in the same school, but in one instance in different schools.

An aim of the 1974 Workshop was to disseminate information about Africa to the community outside the University of Illinois. During the 1974-1975 school year this was accomplished when teachers who had participated in the 1974 Workshop utilized the services of the African Outreach Program. The teachers borrowed audio-visual materials,

books, magazines and newspapers from the African Outreach Program. They asked for resource suggestions and scheduled more African speakers than in the spring of 1974. One teacher who returned to study for a graduate degree at another university requested resource suggestions from the African Outreach Program for one of her graduate research projects.

The African Outreach Workshop also aimed to increase teachers' competencies to teach about Africa. The achievement of this aim was evident in the 1974-1975 school year in the teachers' use of better quality materials for implementing their classroom units. It was also reflected in some teachers expanding their units on Africa and in most teacher's increased confidence in knowing enough about Africa to teach a unit in which students were engaged in a diversity of projects. Additional evidence of the achievement of this aim will be presented in Part II of this report.

Evaluation of many facets of in-service workshops is intangible, just as is the evaluation of other kinds of learning experience. However, the tangible results of the African Outreach Workshop one school year after it was completed, suggest that it did make a positive contribution to at least the partial fulfillment of the two educational needs mentioned at the beginning of this report--the need to develop accurate and up-to-date elementary and secondary school curricula about Africa and the need to disseminate information about Africa beyond the University--in the Champaign-Urbana community.

Appendix A - Workshop Participants - March 28

Team	Name	Grade/Subject	School
1.	Michele Wagner	2nd Grade	Washington, Champaign
	Sue Mullins	4th Grade	Washington, Champaign
2.	Kathleen Johnson	6th Grade	Washington, Champaign
	Jim Hayes	6th Grade	Washington, Champaign
	Jan Conkright	Reading	Washington, Champaign
3.	Nancy Enright	Music	Bottenfield, Champaign
4.	Mary Waldron	Reading	Edison, Champaign
	Roberta Simmons	Reading	Franklin, Champaign
5.	Sherry Hendrickson	Art	Franklin, Champaign
	Mary Ann Johns	Art	Centennial, Champaign
6.	Lincoln McGurk	Social Studies	Jefferson, Champaign
	Sylvia Oden	Social Studies	Jefferson, Champaign
	Mike Woods	Social Studies	Jefferson, Champaign
7.	Dorothy Shelly	Resource Teacher	Yankee Ridge, Urbana
	Khris Overholt	6th Grade	Yankee Ridge, Urbana
	Irl Harbour	6th Grade	Yankee Ridge, Urbana
	Jemery Palmer		Yankee Ridge, Urbana
8.	Patricia Gleason		Education II, Urbana
	Don Kurtz		c/o Washington School
	Bill Goram		"
			"

Teams 1, 2, 5, 6, 7 and 8 participated throughout the whole workshop (March and June-July sessions).

Appendix B - African Students Willing to Give a Brief Talk or Advise in a Project Relevant to Africa

1.	Ade Aderoba	Nigeria	Industrial Engineering
2.	Isaac Akinyele	Nigeria	Dairy Science
3.	Pat Amechi	Nigeria	Mechanical Engineering
4.	Pete D. Asun	Nigeria	Science Education
5.	Olayinwola Awoyale	Nigeria	Linguistics
6.	Elizabeth Hyde	Sierra Leone	Education
7.	Hilary Iregbulem	Nigeria	Public Administration
8.	Dan Kamanda	Sierra Leone	Secondary Education
9.	Isaac Akinyele	Nigeria	Dairy Science
10.	Paul Malinda	Kenya	Chemical Engineering
11.	Gini Mbanefoh	Nigeria	Economics
12.	Francis Nii-Yartey	Ghana	Dance
13.	Adegbayi Sobayo	Nigeria	Agricultural Economics
14.	Stan Trollip	South Africa	Educational Psychology
15.	Remy Tshibangu	Zaire	Geology
16.	Fofana Zemogo	Ivory-Coast	Computer Science

Appendix C - Materials Distributed to African Outreach Workshop Participants June 1974

General Materials:

Leon E. Clark. Africa in the Classroom, Africa Report, May-June, 1973, pages 47-50.

E. Jefferson Murphy and Harry Stein, Teaching About Africa Today, New York: Citation, 1973.

Political map of Africa from African-American Institute.

Yvette Scheven. Bibliography of resources on teaching about Africa on reserve at the University of Illinois Library.

Mimeographed materials related to specific teaching suggestions:

African Checkers, directions for playing.

Fred J. Cook. The Slave Ship Rebellion (Amistad).

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Cookery, African
Crafts, African
Games, African
Music, African
Tales, African

Dan Kamanda - African Checkers[1]

History: The origin of African checkers is not clear. Apparently it started as a war-strategy-designing-activity and has evolved into today's popular game which one can see being played in doorways of shops, in school staff rooms, in market places or outside homes in large cities or small villages in many areas of West Africa.

Playing Board: The playing board is a large square with 100 small (approximately 2") alternately black and white squares. It looks like a standard chess board with one more row of squares on each side. (A chess board has 80 squares.)

An African checker board can be made using dri-wall. Black felt tip pens work well to make the squares.

Men: The playing pieces, flat wooden cylinders, are called men. Conventional checkers may be used as men, but extra pieces are needed.

Each player begins the game with 20 men of the same color. (Often, one set is painted black and the other white or unpainted.) As the game is played, any man that is advanced to the first row of squares on the opponent's side becomes a king. The opponent crowns the king by placing one of his captured pieces on top of the king.

Number of Players: The game is usually played between two players. Sometimes teams of two or more can play, although the "move" for each team is made by one player.

Getting Ready to Play:

1. Players (teams) agree on the color of squares they will use for play.
2. Position the playing board between the two players such that the color of the first small square on the right of the first row of squares is the same as the agreed upon playing color. (Notice that the agreed colored squares should be the ends of a diagonal across the playing board.)
3. Players position their men on the nearest 20 squares (of the agreed upon color) on their own side. There will be two empty rows between the two opposing sets of men.

Beginning Play: If one of the set of men is colored black, then the player who selects that color usually gets the first move. In Sierra Leone this is the Blackman Trouble Rule. Sometimes there is a coin toss for who gets the black men and the first move.

Moves:

1. Men are allowed two basic moves:
   a. a strategy move is made when a man is advanced diagonally into the next empty square ahead to the left or right.

1. This version of the directions is a revised version developed by James Hauwiller and Nancy J. Schmidt so that teachers could learn the game without it being demonstrated to them.

b. A capture move is made when a player's man is moved diagonally across and over the opponent's man into the very next empty square. Any number of opponents can be captured in series within the same move, but each time a capture is made, the player's man must land in the very next empty square that is diagonally across and over the opponent's man. A capture move is required whenever it is possible.

Men can only move forward except when a capture is being made. A capture move can be made by advancing or retreating diagonally over an opponent into the very next square. One or more opponents can be captured by advancing, retreating or by both, in series.

2. A king (man that has been advanced to the opponent's base row) is more versatile.

a. The king may move any number of squares diagonally forward or backward provided that he does not go over any one of it's own men or two opponent's men in adjacent squares. It must also land in an empty square.

b. When a diagonal move goes over a single opponent's man or king, that piece is captured and the king may capture further pieces in the same diagonal.

It is also possible to stop on any subsequent empty square on the diagonal. However, if one of the subsequent squares is on another diagonal on which an opponent's piece might be captured, the move must continue until all possible captures have been made.

3. Players make moves alternately.

End of Game:

1. The game is won by the player who ends up capturing all of the men of his opponent.

2. Also the game is considered won if there are still a few men left on either side but the player with the fewer number of men agrees it is only a matter of time before all his men will finally be captured.

3. A game is considered a draw (tie) if both players agree neither of them can capture all of the remaining men of his opponent.

Notes:

There is often an unwritten rule that delays in play are not allowed. If the player, whose turn it is to move, pauses for lengthy contemplation, his opponent will begin rapping with a captured piece on a blank space of the board in a non-verbal but heckling way. Also, when players make moves, they do so very quickly and snap the pieces into the new position.

As one becomes more experienced at playing the game various strategies are learned which make this form of checkers much more challenging and exciting than the western game of checkers.

Tendai Makura - Geography of Africa, Grade 2

Africa - 2nd largest continet - use World Map.

Coastline smooth - straight - compare with other continents which are heavily indented. Travel game.

Use of Puzzle: Familiarize students that Africa has many countries. Compare with U.S.A. Country v. state.

People: There are many peoples. Black Africa and non-black Africa.

A pageant map of the peoples of Africa will be appropriate.
Slides and films can be helpful.
Black Africa's diversity of cultures and languages need emphasis. Discuss some of the similarities.

Environment:

1. Climate - many climatic regions. Compare with U.S.A. e.g. climate of California is similar to that of the Cape Province. Similarly compare deserts, tropical grasslands, etc.

2. Relief maps will be helpful in identifying areas that are tropical rain forest, Savanna, desert etc. Climate, environment have played a big role in influencing people's cultures.

Those forces determine the kinds of clothes one can wear e.g. cottons - cool for people in hot areas.

Building material has been dependent largely on what is available (wood, stone, etc.)

Perception of Environment: Students may enjoy "Room Geography", description of things between 2 landmarks and an exercise such as: What do you think about when you see a lake or river: That is an attempt to introduce the concept of "perception of the environment". An African is viewed as working with the environment as opposed to working against nature. Because of Western influence, things are changing.

Wealth of Africa: Richest in raw materials. Full of natural resources but lacks technology to tap and utilize it. Mineral wealth (gold, diamonds, copper, coal, chrome, iron and steel, asbestos, etc.).

New terms like: plateau, swamp, etc. may be better understood using maps. Depending on what you want to emphasize, maps, murals, scrap books, etc. can help students in grasping the main ideas.

When students have a correct mental map of Africa you can then pick an area that you can study e.g. RHODESIA.

1. Outline map of Rhodesia.
   Students will observe that it has no outlet to the sea - important as transportation can be a problem.

   Who are Rhodesia's neighbors?
   Students may observe lakes (Kariba and Kyle) both large but man-made. This fits in the manipulation of the environment to some advantage. There are disadvantages too.

   Climate: Location of Rhodesia on the climatic zones - within the tropics - use map. Discuss temperatures (Average 70^{o}.)

   Factors that influence climate:
   a. Altitude ie. height above sea level.
   b. Distance from the sea.
   c. Distance from the equator, etc.

   People: People - population distribution.
   Livelihood: Farming - kinds of farming.
   Mining: Gold, asbestos, coal, chrome, copper, lithium.
   Industries: Discuss
   Services: Discuss

QUESTIONS

1. In your attempt to teach the Geography of Africa, what problems did you have?

2. From the films viewed last week, were there some that were pertinent to teaching of Geography? If yes, what grades? Discuss.

3. From the annotated bibliography on reserve, did you find some literature that would be useful in driving the salient points home, in the teaching of Geography? Discuss.

NOTE: Geography is one of those subjects that need continuous research in order to cope up with the changes in names, figures and climate e.g.

Lake Malawi - former Lake Nyasa.
Congo - Zaire
Population figures, etc.
As a result maps and books should always be current.

Joyce Peacock - Craft Recipes

COOKED SALT AND FLOUR CLAY

You will need:

- 3/4 cup salt
- 1/2 cup flour (use any kind except self-rising flour)
- 2 teaspoons powdered alum
- 3/4 cup water
- 2 tablespoons vegetable oil
- food coloring
- 1/4 cup non-self-rising flour

How to make it:

1. Mix salt, flour, and alum in a saucepan.
2. Add water slowly, stirring to prevent lumps.
3. Place over low heat, and cook, stirring constantly, until mixture is rubbery and difficult to stir. It should not be sticky when touched with your finger.
4. Add vegetable oil. Stir until blended.
5. Turn out onto a plate or aluminum foil. Set aside until cool enough to handle.
6. Divide mixture into portions and to each portion add a different food coloring if desired. Knead until color is blended.
7. Add 1/4 cup flour if needed to prevent sticking.

Makes 1 1/2 cups.

How to use it:

Model as with clay. Especially good for making beads. Hardens in 1 or 2 days. Do not bake. Store in an airtight container.

THIN PASTE

You will need:

- 1/4 cup sugar
- 1/4 cup non-self-rising wheat flour
- 1/2 teaspoon powdered alum
- 1 3/4 cups water
- 1/4 teaspoon oil of wintergreen

How to make it:

1. Mix sugar, flour, and alum together.
2. Gradually add 1 cup water, stirring vigorously to prevent lumps.
3. Boil until clear and smooth, stirring constantly.
4. Add remainder of water and oil of wintergreen. Stir until thoroughly mixed.

Makes 1 pint

How to use it:

Spread with a brush or tongue depressor, or popsicle stick, or finger. Thin paste is an excellent adhesive for strip paper-mache, or an adhesive for scrapbooks, collages, etc. It can be stored in a jar for several months without refrigeration.

SAWDUST MODELING COMPOUND

You will need:

1 cup fine sawdust
1 cup thin paste
shellac or clear varnish (optional)

How to make it:

1. Mix sawdust and paste to a thick doughlike consistency.
2. Knead until thoroughly mixed. The amount of paste may vary according to the kind of sawdust used. If the sawdust is coarse, more paste may be needed to obtain the proper consistency.

Makes about 1 cup.

How to use it:

Model as with clay. Pieces of dough may be added to the basic piece by moistening and sticking them down. Within two or three days, the finished article will harden. To speed up drying bake in a 200 degree F oven for 1 to 2 hours, depending on the size of the article. To give the article a permanent finish, spray with shellac or varnish. Articles molded from this compound have a wood-grain appearance, like a wood carving. They can also be sanded to give a smoother finish.

STRIP PAPIER-MACHE

You will need:

a stack of newspapers, shopping bags, or wrapping paper
thin paste

How to make it:

1. Tear newspapers from the fold down. Tear the strips 1 to 1 1/2 inches wide for large objects. For small objects, tear the strips narrower.
2. If paste is thick, thin it for easy spreading.
3. Wet the paper strips and place on a newspaper. Cover one side of the strips with paste, or strips may be pulled through paste.
4. Apply to object overlapping.
5. Let object dry thoroughly.

How to use it:

Strip papier-mache is a good material for making small animals, masks, puppets, and other articles. Cover the frame with the strips of paste-covered newspaper. Apply a second layer of strips in the same manner running these strips in the opposite direction. Continue this way until you have built up 4 or 5 layers. Allow ample time for drying.

NATURAL DYES

Berries, stems, barks, flowers can be used to make dyes that will color cloth or yarn. Use ripe berries, flowers and leaves at full bloom, bark collected in spring or early summer, roots collected in early fall.

Make the dye:

1. Chop plants into small pieces and cover with water. Soak overnight.
2. Boil for an hour or more, until color is much deeper than color you want.
3. Strain, to remove all pieces of plants.

Prepare materials to be dyed:

1. Wash and rinse cloth in soap and water.
2. Add one ounce of alum to a gallon of water. Also add 1/4 ounce of washing soda if cloth is made of a vegetable fiber - cotton, linen, or rayon. If cloth is made of an animal fiber - silk or wool - add 1/4 ounce cream of tartar.
3. Put cloth in this solution and boil for an hour. Rinse and dry.

Dye the material:

1. Use a kettle large enough to hold the dye and cloth to be dyed - an enamel kettle is good. Add enough water that the dye will cover the cloth.
2. Bring liquid to a boil and add cloth. Stir with a wooden stick.
3. Lift the cloth on the stick so that you can see light through it. The color will be close to the color your cloth will be when it dries. You may have to boil the cloth in the dye from a half an hour to an hour to get it the shade you want.
4. "Set" the dye so it will not wash out. Add 1/2 cup of vinegar or one tablespoon of salt to the liquid in the kettle. Boil for fifteen minutes.
5. Remove the cloth from the dye. Rinse in cool water. Hang in the shade to dry.

These plants make these colors:

Goldenrod stalk and flowers	yellow
Sumac leaves	yellow brown
Onion skins	red or yellow
Beets	red violet
Dandelion roots	magenta
Rhubarb leaves	light green
Spinach leaves	green
Blackberries	blue
Sunflower seeds	blue
Hickory bark	brown
Walnut hulls	brown

Josiah Tlou - Greetings in SHONA (Rhodesia) - Zimbabwe

Among Peers:

1. Greeter

	(Gesture)	Response
a. Kwaziwa (identification) Mhoro English (Hi/hello)	Shake hand	Kwaziwa (identification) Mhoro (Hi/hello)
b. Unofara here? Wakadini? English. How are you?		Ndinofara hangu I am well.

2. Young Boys and Older Men

a. Boy	Gesture	Old Man
Kwaziwai (identification) Mhoroi	Shake hand	Kwaziwa (identification) Mhoro

Situation

I. If boy meets old man on the road - shake hand - standing.

II. If old man is sitting down - sit down to greet. Squatt (shake hand.)

b. Makadini? Munofafa here? English. How are you?	(identification) (clapping hands) (straight for boy)	Ndinofara (identification) I am well.

3. Girls and Men

a. Kwaziwai (identification) Mhoroi Hi. (identification)	Kwaziwa (identification) Hi.

Situation

I. Meeting - Hand shake and slight bow or bend of knees.

II. Sitting - Shaking hands and kneeling down.

b. Makadini? (identification) Makafara here? (identification) How are you?	Ndinofana (identification) Ndinofara (identification) I am well.

Situation

I. Meeting/walking: slight knee bent and low.
(Cross - hand clap)

II. Sitting down. Kneeling down.
(Cross - hand clap)

4. Boys and Women

a. Kwaziwai (identification) Mhoro (Hand shake) English. (Hi/hello)	Kwaziwa (identification) Mhoro (identification) Hi/hello

Situation

I. Meeting/walking. (Hand shake)

II. Sitting - Kneeling down (Hand shake)
Squatting position (Hand shake)

Makadini? Ndinofana (identification)
Makafara here? (identification
English. How are you? I am well.
In a hurry: Slight kneeling (straight hand clap)

If people are sitting - Sit cross-legged (Straight hand clap.)

5. Girls and Women:

a. Kwaziwai (identification) Kagiwa (identification)
Mhoroi (identification) Hi/hello
English Hi/hello

Situation

I. Sitting - Handshake/slight knee bend and head bow.

Makadini? Ndinofara
Makafara here? I am well.
English. How are you?

Situation

I. If girl is in a hurry - kneels down - cross clap hands.

II. If girl finds woman sitting down - she sits in a cross-legged position (yoga) cross hand-clap.

6. Men to Women

Kwaziway (identification) Kwaziwai
Mhoroi (identification) (Shakes hand) Mhoroi
English. Hi/hello Hi/hello

Situation

I. Meeting - walking.
Woman kneels down - man squatts - kneeling position (shake hands to greet)

II. Woman sitting
Man approaches

In a hurry - (a) Squatts - shakes hand
(b) Sits down and shakes hand

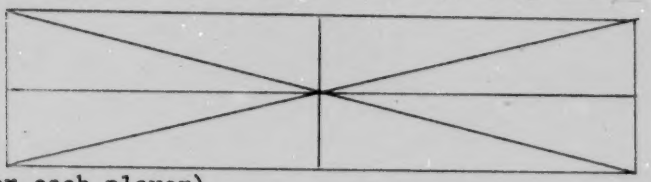
Makadini? (identification) Tinofara hedu
Munofara here? Baba/Mai I am fine.
(Lit. translation - We/re well).

How are you?
Woman kneels down (cross-clap hands).
Man squatts - (hand clap straight)

Gustav O. Twerefoo - Popular Games for African Children[1]

1. The Catch
   Played by boys and girls
   Materials:

   Cardboard on which lines are drawn vertically, diagonally and horizontally.



   6 tokens (3 for each player)
   Number of players: 2
   To begin: All markers are set down at the end of lines on opposite ends of the board or each token is set down individually.

   To win: Players move their tokens in turn. To win one player must have all his tokens in a straight line vertically, diagonally or horizontally.

2. Nte-toɔ (Playing with seeds)
   Played by 2 boys
   Materials: 24 round hard nuts
   Play: Each boy has 12 nuts. He arranges his nuts in a row and squats behind them.

	X		X
	X		X
	X		X
	X		X
	X		X
Player I	X	Player II	X
	X		X
	X		X
	X		X
	X		X
	X		X
	X		X
	nuts		nuts

   The first player uses one of his nuts as a starting nut. He rolls it toward his opponent's line of nuts and tries to hit one. If he hits a nut, he captures it and continues to play until he misses. When he misses, the second player keeps the nut and then takes his turn.

   To win: Play continues until one player has all the nuts or until play stops, in which case the player who has the most nuts wins.

1. Edited by Nancy J. Schmidt after the workshop so that teachers could learn the games without their being demonstrated.

3. Abutu-abutu (Fanta tops)
Played by boys and girls
Number of players: 2
Materials: bottle caps (any number)
To start: The first player throws the tops on the ground.
Play: Each player in turn tries to flip one of the tops with his finger so that it covers another top (by landing on top of it). If the player is successful, he collects the 2 tops. If the player is unsuccessful, the other player takes his turn.

To win: The player who collects the most tops is the winner.

4. Moonshine Baby
Played by boys and girls
Materials: In Ghana the game is played on the beach and shells are used. It could be played on the ground with sticks or it could be played indoors on the floor with chalk.
Play: One person is chosen as "It" and is sent away to hide his eyes. The rest of the group choose a "baby" who must lie face up, full length on the ground. Shells are used to make a silhouette of the "baby". The group sings while this is being done. When the silhouette is complete, the "baby" gets up and brushes himself off. The singing stops and "It" is called. "It" must look at the silhouette and guess which person is the "baby". If "It" guesses the correct person, another person becomes "It". If "It" guesses incorrectly, he is sent away again while another silhouette is drawn.

5. Elephants and Lions
Played by boys and girls
To start: The group chooses 2 leaders who secretly decide which is the "lion" and which is the "elephant".
Play: The two leaders face each other and form an arch with their hands. Accompanied by singing, the other members of the group dance in and out of the arch in a clockwise direction. At the end of the chorus the arch collapses and a player is caught. The player who is caught has to bargain secretly with the "lion: and the "elephant" to decide which he will serve. When the bargaining is completed he is allocated a spot away from the other players, where he awaits his fate. Play continues until all the players have been caught. Then the "lion" and "elephant" claim their servants and there is a tug-of-war. During the tug-of-war the players imitate the sounds of the animals which they represent. The group which wins, claps and rejoices over their victory.

6. Fufu I don't want
Played by boys and girls
To start: A dance ring is formed and one player is chosen as the "searcher" to stand in the middle of the dance ring.
Play: The children forming the dance ring move to the rhythmic chant of:
Searcher: Fufu I don't want
Circle: don't want
Searcher: Rice I don't want
Circle: don't want
Searcher: Na beat you go beat me, na beat you go beat me. We all go do am one[1].
At the end of this line the "searcher" tries to break out of the circle.

1. This line is pidgin English

If he fails after several tries, he must go back to the center of the circle and begin the chant again. If he succeeds in breaking out of the circle, all the other players chase him until he is caught. Another player is then chosen to be "searcher".

7. Ampe
   Played by girls
   To start: The girls form a semi-circle and one player is chosen as "It".
   Play: This is a musical game. Any rhythmic African music may be used. When the music begins, "It" stands in front of the first player; they clap their hands, then jump up and down then put one foot forward on the ground. If the player puts the same foot forward as "It", "It" goes to the next player and repeats the same procedure. If the player puts a different foot forward from "It", then "It" must repeat the procedure with the same player. If "It" repeats the procedure 3 times with the same person who each time puts forward a different foot from "It", "It" must go to the end of the line, and the other player takes her place.
   To win: A girl who can proceed through the whole semi-circle is praised. At the end of her play, she gets to stand at the head of the semi-circle.

8. Skipping rope
   Played by girls
   Play: Ten objects (stones or other items easy to pick up) are arranged on the ground. The girl must pick up the objects as she skips rope.
   To win: The first girl to pick up all 10 objects in one sequence of skipping is the winner.

PART II - SAMPLE CURRICULUM MATERIALS DEVELOPED AND IMPLEMENTED DURING THE AFRICAN OUTREACH WORKSHOP

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INTRODUCTION

The curriculum materials presented in this section of the report have been selected to illustrate different types of curriculum units which were developed during the African Outreach Workshop. One unit is very short and quite general, for it aimed to expose children to the diversity of Africa, whereas another unit is quite specific and focuses on one type of African artifact--the mask. The two other units tried to provide exposure to selected aspects of African life, one by combining two grades in a series of common activities, and the other by permitting students to work on independent and small group projects. The curriculum materials also were selected because of the detailed nature of the reports which the teachers prepared for their presentations to the participants in the African Outreach Workshop.

The materials which the teachers prepared for distribution to the participants in the African Outreach Workshop are introduced by comments which clarify the general organization of the units on Africa. Following the materials prepared by the teachers is a brief discussion of the changes in the unit which were made when it was taught for a second time in the 1974-1975 school year. The introductory and concluding comments have been written by Nancy J. Schmidt.

This section ends with a curriculum outline and discussion prepared the school year following the African Outreach Workshop. It shows how the Workshop's activities may be of general use to elementary school teachers.

Africa: Operation Exposure, A Mini-Unit

Yankee Ridge Elementary School, Urbana
Coordinated by Dorothy V. Shelley, Librarian
Taught by Sixth Grade Teachers: Irl Harbour, Khris Overholt and Jeremy Palmer

The aim of Operation Exposure was to provide sixth grade students with an introduction to Africa which would stimulate them to learn more about Africa. A multi-media approach was used and presentations by African students were given high priority in the allocation of class periods. The mini-unit lasted for 9 days. Before the unit began, Mrs. Shelley assembled as many resources as possible from local libraries (public libraries in Champaign and Urbana, the Douglas Center Library at the Champaign Afro-American Center and the Champaign County Film Coop) and brought them to the Yankee Ridge School Library.

The following outline of activities and list of resources were prepared by Dorothy V. Shelley. All activities on the schedule lasted from 1 to 3 p.m., unless noted otherwise. Each student chose a topic for library research.

April 15	April 16	April 17	April 18	April 19
	Survey of Africa map work	Films[1] Individual research in Library	Films Elizabeth Hyde from Sierra Leone Story-telling (45 minutes)	Films Individual research in Library
April 22	**April 23**	**April 24**	**April 25**	**April 26**
Films Juliana Amara from Sierra Leone Songs, dances and games (40 minutes)	Elizabeth Hyde from Sierra Leone Story-telling African poetry reading by Dorothy Shelley	Panel discussion of life in Africa Dan Kamanda from Sierra Leone Fred Kanali from Kenya Peter Asun from Nigeria Ian Weedon from South Africa	Ghanaian music by Ben Ale, Francis Nii-Yartey and Oscar Suley	Wrap-up and Discussion

1. Films are included in the list of resources which follows.

Materials Available for Possible Use for Operation Exposure - Africa[1]

BOOKS

Shinnie, Margaret	Ancient African kingdoms	913.6 S
Allen, Jack	Africa	916 A
Bond, Jean	A is for Africa	916 B
Caldwell, John	Our neighbors in Africa	916 C
Dostert, P. E.	Africa 1968	P916
Dostert, Pierre Etienne	Africa 1969	P916
Hughes, Langston	The first book of Africa	916 H
Joy, Charles R.	Young people of East and South Africa	916 J
Kaula, Edna	Leaders of the new Africa	916 K
Murphy, E. Jefferson	Understanding Africa	916 M
Nolen, Barbara, ed.	Africa is people	916 N
Savage, Katharine	The story of Africa south of the Sahara	916 S
Sutton, Felix	The illustrated book about Africa	916 S
Thomas, Benjamin	Africa	916 T
Wiley, Marylee	The third world: Africa	916 W
Kaula, Edna	The land and people of Ethiopia	916.3 K
Adoff, R.	West Africa	916.6 Adl
Caldwell, John	Let's visit West Africa	916.6 C
Craz, Albert	Getting to know Liberia	916.6 C
Darbois, Dominique	Agossou, boy of Africa	916.6 D
Darbois, Dominique	Hassan, boy of the desert	916.6 D
Davis, Russell	Land in the sun	916.6 D
Niven, Sir Rex	The lands and peoples of West Africa	916.6 Niv
Schloat, G. Warren	Duse; a boy of Liberia	916.6 S
Watson, Jane	The Niger: Africa's river of mystery	916.6 W
Bernheim, Marc	A week in Aya's world: the Ivory Coast	916.668 B
Bleeker, Sonia	The Ashanti of Ghana	916.67 B
Gidal, Sonia	My village in Ghana	916.67 G
Lobsenz, Norman	The first book of Ghana	916.67 L
Buckley, Peter	Okolo of Nigeria	916.69 B
Forman, Brenda-Lu	The land and people of Nigeria	916.69 F
Kenworthy, Leonard	Profile of Nigeria	916.69 Ken
Kittler, Glenn	Let's travel in Nigeria and Ghana	916.69 K
Watson, Jane	Nigeria: republic of a hundred kings	916.69 W
Bernheim, Marc	From Bush to city	916.7 B
Bleeker, Sonia	The Masai; herders of East Africa	916.7 B
Bleeker, Sonia	The Pygmies	916.7 B
Halmi, Robert	Visit to a chief's son	916.7 H
Perkins, Carol	I saw you from afar (South African mosaic; a pictorial ensemble	916.8 P 916.8 Sou)
Archer, Jules	African firebrand: Kenyatta of Kenya	921 Ken
(Mulvey, Mina	Digging up Adam: the story of L.S.B. Leakey	921 L)
Gatti, Ellen	The new Africa	960 G
Hoff, Rhoda	Africa	960 H
Horizon Magazine	Exploration of Africa	960 H

1. This list of resources gives a general idea of the resources available to all the teachers, since it combines materials available in the largest libraries outside the University of Illinois campus.

Hughes, Langston	The first book of Africa	960 H
Chu, Daniel	A glorious age in Africa	966 C
(Mok, Michael	Biafra journal	966.9 Mok)
Childs, Fay	Wacheera, child of Africa	Fic C
Mirsky, Reba	Thirty-one brothers and sisters	Fic M
Stevenson, William	The bushbabies	Fic S

NEWSPAPERS used[1]

East Frican Standard (Kenya)	10 copies
Daily Times (Nigeria)	10 copies
The Star (South Africa)	1 copy
The Manchester Guardian (South Africa)	2 copies

AUDO-VISUAL MATERIALS

Holt, Rinehart & Winston	African Folk Tales - 6 fs, 3 records	SFS 398.2
Folkways	Folk tales from Ghana	Record 398.2
Caedmon	Folk tales of the tribes of Africa as told by Eartha Kitt	Record 398.2
Miller-Brody	Pearl Primus' Africa in story, legend, song and thought	Record 398.2
Afro Request	Ghana Ndwom - Songs of Ghana	Record 784
Afro Request	Ile Nigeria Korin - Nigeria Sings	Record 784
Bowmar Records	Folk songs of Africa - 2 filmstrips, 1 cassette	SFS 784.4
Folkways	African music	Record 784.76
3M Visuals	Atlas - Central and South Africa	TR 912
3M Visuals	Atlas - the far East and North Africa	TR 912
Singer	Africa, the land of developing countries 6 filmstrips, 3 records, teacher guides	SFS 916
McGraw-Hill	The continent of Africa	FS 916
McGraw-Hill	The economy of Africa	FS 916
New York Times	Africa's new nations (maps)	TR 916
McGraw-Hill	Northern Africa	FS 916.1
Encyclopedia Britannica	Life along the Nile	FS 916.2
McGraw-Hill	Kofi, an African boy	FS 916.6
McGraw-Hill	West Africa	FS 916.6
McGraw-Hill	East Africa	FS 916.7
Encyclopedia Britannica	Highlands of Kenya	FS 916.76
Encyclopedia Britannica	The Bantu in South Africa	FS 916.8
McGraw-Hill	Southern Africa	FS 916.8
Milliken	The African Experience	TR 960

CHAMPAIGN COUNTY FILM CO-OP

Cat.# 0009	African continent: an introduction
Cat.# 0010	African continent: northern region
Cat.# 0011	African continent: southern region
Cat.# 0012	African continent: tropical region
Cat.# 0013	African girl....Malobi

Also Vertical File Materials

1. Newspapers were borrowed from the African Studies Center, University of Illinois.

In 1974-1975 the sixth grade teachers at Yankee Ridge Elementary school taught a full unit on Africa, which lasted for one month. The unit covered the history of ancient Africa and social studies and the arts in four countries: Ghana, Nigeria, Kenya and South Africa. Resources were again assembled in the library, which were augmented by resources from the University of Illinois Library and African Outreach Program. In addition, text material was used which consisted of dittoed materials on ancient history and geography from The African Experience (Milliken, 1970).

Students did library research in order to fill in a comparative chart on Ghana, Nigeria, Kenya and South Africa. The items compared were: geographical features; ancient history; art, music and storytelling; present day political organization; imports and exports; natural resources; agriculture; industry; family life; religion; facts of particular interest to each student. Students could also use material from films and guest speakers to fill in their charts.

Since the panel discussion with Africans had been highly successful in the spring of 1974, a panel discussion was held again. It stimulated much discussion among students. In addition, African students taught games and music, and one African student assisted in a major art project, the making of an adinkra cloth, using stamps cut from potatoes and patterns which the students designed. The other art project was making masks from papier mache.

The teachers felt that the success of the mini-course encouraged them to teach a full unit on Africa. Now that they have taught a full unit, they are aware of the wealth of resources available and the possibilities for teaching in greater depth about specific African countries. They found that the sixth grade students enjoyed studying about Africa and comparing different African countries.

African Masks, An Art Unit

Franklin Junior High School, Champaign
Teacher: Sherry Hendrickson
Centennial High School, Champaign
Teacher: Mary Ann Johns

African masks were the subject of a four week art unit in which masks were studied within their African cultural context and were compared with masks made in North America and the South Pacific. The teachers acquired background information from reading art books and made a set of slides for teaching about African masks. A few of these slides came from commercial sets, but most of them were taken from African Arts magazine. Some of the slides showed the masks in isolation, whereas others showed them in their African contexts of use.

Books on African art were available in the classroom for students to read. A set of 4 filmstrips on traditional and contemporary West African art also were available for students to use on an individual basis. The whole class did map work to learn about the location of mask-making ethnic groups and viewed a film about the carving of stools among the Ashanti of Ghana. An African guest speaker discussed masks and demonstrated pottery-making. Before his arrival, students listed questions about Africa which the speaker answered during his presentation.

The major art project was making masks from papier mache. At Centennial High School this project focused on the color and design of the masks, whereas at Franklin Junior High School the project focused on replicating the shapes of the masks as closely as possible. The latter project was quite successful to as great an extent as is possible when working in a different medium.

The materials which follow were prepared by Sherry Hendrickson. First she provides two quotations which state themes for the unit on African masks. This is followed by a class exercise on masks, the list of questions which the students drew up for the guest speaker, the evaluation form for the guest speaker, and Mrs. Hendrickson's evaluation of her unit.

From MASKS: THEIR MEANING AND FUNCTION, Andreas Lommel
McGraw-Hill Book Company, N.Y., 1972

".....To an African, a mask is far more than merely a facial covering. It includes the costume and adornments worn on the body. It is also more than a mere disguise, for it gives expression to the bond between a group of people and their ancestors. At the same time a mask is the embodiment of a tradition and a guarantee of the continuity of an order hallowed by tradition.

The art of mask-making is part and parcel of the cultural heritage of West African tribes, but there are large parts of the African continent where no masks are to be found. Some tribes which once possessed masks have now forgotten them. Others have masks made for them by neighbouring tribes, but never learn to make them themselves. Some Negro tribes, which formerly had no masks, have suddenly decided to take up mask-making and have learned the technique from neighbouring peoples.

.....after West African, the other important centre for the art of mask-making is central Africa, particularly the Congo."

In an article in an exhibition catalogue published by the Musee Guimet, Germaine Dieterlen has written penetratingly about West African masks.

"We should distinguish between initiation masks, secret society masks, fertility masks, and festival masks.

Initiation masks are kept apart and guarded by a responsible person. These masks are sacred from the moment of their completion and receive regular offerings of sacrificial blood. They are taboo and are only displayed or worn at initiation rites.

Secret society masks represent a particular society and are its property. The society may be concerned with children, men, or women; the mask representing it carries spiritual powers. The mask receives offerings, by means of which it is able to strengthen the members of the society. People who are not members of the society are not allowed to see the mask, and after a ritual appearance it is destroyed.

Fertility masks are used in rites connected with agricultural activities. They usually belong to the various age-groups of young men working collectively in the fields who are sometimes organized in societies. The masks are imbued with spiritual powers connected with rain and fertility. They are not kept as exclusively secret as are other masks and at times are taken into the fields to encourage the men at work there.

There are many masks which appear only at great festivals. They can appear by day or by night and are always related to some spiritual activity: ritual hunting, harvest ceremonies, communal fishing trips."

UNIT: MASKS

NAME _____

DATE _____

CLASS HOUR _____

1. Describe what the word mask means to you:

2. Look up the definitions of mask in a dictionary; write the meanings here:

3. Think about question #1 and #2. Why is a mask used; why would a person wear a mask?

4. Think about masks you have seen.
List as many types of masks as you can.

1. 4.
2. 5.
3. 6.

5. Using the masks that you have listed in #4, now show specifically WHY each mask would be used:

1. 4.
2. 5.
3. 6.

MASKS THAT STUDENTS LISTED IN #4

umpire
hockey
fencing
catcher
ceremonial
Santa Claus
Halloween
witch doctor
Greek theatre
party masks
surgeon
Indian masks
monster
mud pack
burglar
pretense
plastic surgery
face lift
make-up
clowns
smoke mask
gas mask
religious masks
veil - bride
veil - widow
African masks
gauze
raccoon

QUESTIONS - 8th Grade Art Students Asked The Guest Speaker

1. How many different religions are there in Africa?
2. What are funerals like in Rhodesia?
3. What are weddings like?
4. Have you ever made any masks?
5. What tools are used to make the wooden masks?
6. What happens when someone dies? Is just the immediate family involved or is the whole community part of the event?
7. Have you ever participated in a dance that used masks?
8. Do some tribes still use these masks (like the slides we have) in dances or have they changed a lot?
9. The rituals that people go through.....are they seen as making a person better, more respected by other members of their tribe or family?
   Are these rituals (like initiation rites) mandatory?
   If someone doesn't go through them for some reason.....what are the consequences?
10. What foods are basic to an African meal?
11. What are some African foods that we would not be able to find in the United States?
12. Do the women always do all the cooking for the families?
    Do men help out with the cooking or with household chores?
13. Are there any African games that are like our American games?
    Do the Africans have sports events for big crowds?
14. Do the African schools have sports activities like we do.....basketball, football, baseball, track?
15. What are the differences - similarities between Rhodesia and America?
16. Of all the countries in Africa, how many have you visited?
17. Where were you born and raised?
18. Why are you in the United States now?
19. How long have you been here? How much longer will you be here?
    When will you be going back to Africa?
20. What is your religion?
21. Do you like it better in Africa?
22. What places do you like best in Champaign-Urbana?
23. What is your favorite food here?
24. Were your ancestors members of a tribe? If so, which one?
25. How did you get started in pottery?
26. Who taught you to use the wheel?
27. What kind of pots do you like to make?
28. What are your hobbies?
29. Are you married? Do you have any children?
30. What is the weather like where you live?
31. Are your parents still alive? If so, what do they do for a living?
32. What will you do when you go back to Africa?
33. Are you from a big family?
    Do most people have big families where you are from?
34. When African students learn about the United States, what things do they find out?
    Do they laugh at us when they see how we dress or when they hear our music?
35. What stereotypes do they get of us as Americans?
36. How's your country?

ART: 8th Grade

EVALUATION: Guest Speaker

	Yes	No
1. Did you enjoy our guest (Josiah Tlou)	_____	_____

2. Why or why not?_____

_____

_____

3. Which part of Josiah's presentation did you enjoy the most?

*slides
*his talk
*seeing his pottery
*demonstration on the wheel

4. If Josiah were to visit the 8th grade classes again next year, what changes or additions should be made in his presentation?_____

_____

_____

5. Do you feel you should have known more about?

*the continent of Africa
*the people of Africa
*the art of Africa
.....before Josiah came to talk to us.
(Circle the ones that apply.)

6. If you were to take Josiah's role. . . . . but go into a classroom in Africa. . . . what would you tell students about the United States?

List at least 6 things:
1.
2.
3.
4.
5.
6.

7. Please make any other comments or suggestions about presentations of this type. . . . This will help me greatly in planning for next year.

FROM SPEAKER EVALUATION SHEET:

Question #6: If you were to take Josiah's role. . . but go into a classroom in Africa. . . what would you tell students about the United States?

food
high standard of living
traditions
our history
religions
hobbies
different climates
art, artists in U.S.
accents
snow
number of states
where I (the student) came from
size of the U.S.
sports
hair styles
weather
clothing
music
dances from the U.S.
schools
cars
industries
the language
people that we know
government
our families
kinds of clubs students can join
good kids
a nice place
use slides to show things
let them hear our music
let them see our food
show our hobbies
take examples of our clothing
show examples of our art

NEGATIVE COMMENTS ON AFRICAN MASKS UNIT:

-The unit was begun during the last few weeks of school. Students felt rushed just to finish up projects.

-Because of the amount of time needed for a unit such as this, a variety of activities must be added in at various times...to keep the students motivated. Movies, slide presentations, speakers, cooking during one class period, playing games one period, etc.

-Lack of information on my part.

-Specifics needed on masks shown to the kids. Did not have enough background material.

-Students left with practically no additions to their vocabulary. The words mask, Africa, and Josiah summed it up for most of them. I did not reinforce African terms. Much more use should be made of specific materials, countries, tribes and peoples in Africa.

-I did not bring contemporary African artists into the picture. This could be done through the use of books, slides, African newspapers and magazines. Without meaning to, I may have left the impression that all African work was done long ago.

-The students are not used to discussing in class. They do not want to listen to me, and it's impossible to walk in and immediately work individually with each student.

POSITIVE COMMENTS ON AFRICAN MASKS UNIT:

-I tried.

-Brought a little more "talking" into the classroom.

-A variety of resources used: books, slides shown, filmstrips, film, records, map work, project work, visitor - talk and demonstration.

-Students were involved: thought and time went into their work.

-Stimulated interest in other areas of African art.

-Brought awareness of other people. Students were forced to look a little closer at some of the things they do.

-Their teacher did a much better job than she had done a good part of the year.

ASPECTS OF THE UNIT TO CONTINUE AND ADD:

-Continue student evaluations of resource people and activities.

-Continue contact with African resource people in the classroom.

-Include information on contemporary African and Afro-American artists: books, slides, movies.

-Have African magazines and newspapers in the classroom...to aid in a contemporary view of Africa.

-Collect a few cookbooks on African food...available for students to browse through. Two items in mind: 1. One class period, students and teacher participate in making an African food. 2. Students and teacher choose a recipe that appeals to them from the cookbooks, each copy a recipe down, take it home, and try it out on their families. This would be voluntary and very interesting to see how many students participate and what family reactions are.

A dittoed fact sheet could be sent home with the recipes...to be filled out by student and parent. The sheet could include the following: name of recipe, country, ingredients needed, who did the shopping, who cooked the food, did your family like or dislike it, would you ever make it again, how much did it cost to make it, other comments.

-Students could take African names. Would be requested to memorize and use names of others at their work tables.

-When things might be dragging a little, especially if students have spent more than a week working on a project, take time out to use bingo as a fun activity and a vocabulary aid (with names of countries, masks, materials, etc.)

-Get a large map of Africa...using push pins to point out specific countries that we might deal with...belly fillers from Kenya, a mother mask from the Ivory Coast, etc.

-Expand map work that I used this year. I didn't expect the results; they loved it. Use more of it to reinforce vocabulary.

-Subscribe to African Arts magazine. A beautiful, informative magazine; it needs to be accessible to the students.

-More emphasis on thoughtful examination and choice of materials used in projects.

-To reinforce the choice of masks and aid in student interaction, I hope to have the students compile a one-page fact sheet (getting away from the idea of a report)... lettered on large paper...with important information on the mask they've chosen.

-Use projects, fact sheets, maps, etc. for a hall display to interest other students in what the art department is doing.

-Check out geography and social studies classes at Franklin.

-Recruit teachers from Franklin for the workshop...aiming at music, geography, and social studies departments.

-Visit social studies classes (if they want, maybe, even if they don't). Spend one period on African art...masks, especially.

-An extension of the last note: Use student participants to demonstrate techniques or use their projects and fact sheets in other classes.

-Continue collection of slides. Work on comparative slide set...that could eventually be multi-cultural.

Examples for slides...weddings, funerals, parties, dances, sports events...social situations common to all.

-Expand my areas of work to African textile processes.

-Use my "special interest' class as workshop for the above.

The success of the unit on African masks was shown by the students' enthusiasm to study about African art in 1974-1975 and their impatience at having to wait until the spring term to do so. Other teachers who saw the masks that were made, or slides of them, were impressed with their quality.

In 1974-1975 Sherry Hendrickson shared her experiences during the African Outreach Workshop and in her classroom with other teachers. She discussed African art and displayed African artifacts in two social studies classes in her own school. She also taught a second grade class at Washington School how to make African masks from papier mache. At an in-service workshop for teachers in Champaign she discussed her art unit and displayed the slides that she and Mary Ann Johns made, along with the masks which the students made. In addition, she lent her materials to the African Outreach Program to display at other workshops.

In 1974-1975 Mrs. Hendrickson again taught a four week unit on masks. The format of the course focused more on comparison with masks from North America and the South Pacific, and students chose to make a mask from one of the three areas. Therefore, not all students studied African masks as intensively as did students during the preceding year. More audio-visual resources were used than the preceding year and some time was devoted to the study of calabash carving, rather than pottery-making. African Arts magazines were borrowed from the African Outreach Program and were used along with other materials Mrs. Hendrickson collected for students to read in the classroom. In 1975-1976 Mrs. Hendrickson will again use the format for her first year's unit in which all students make African masks, since the intensive experience seems better for sustaining students' motivation and interest.

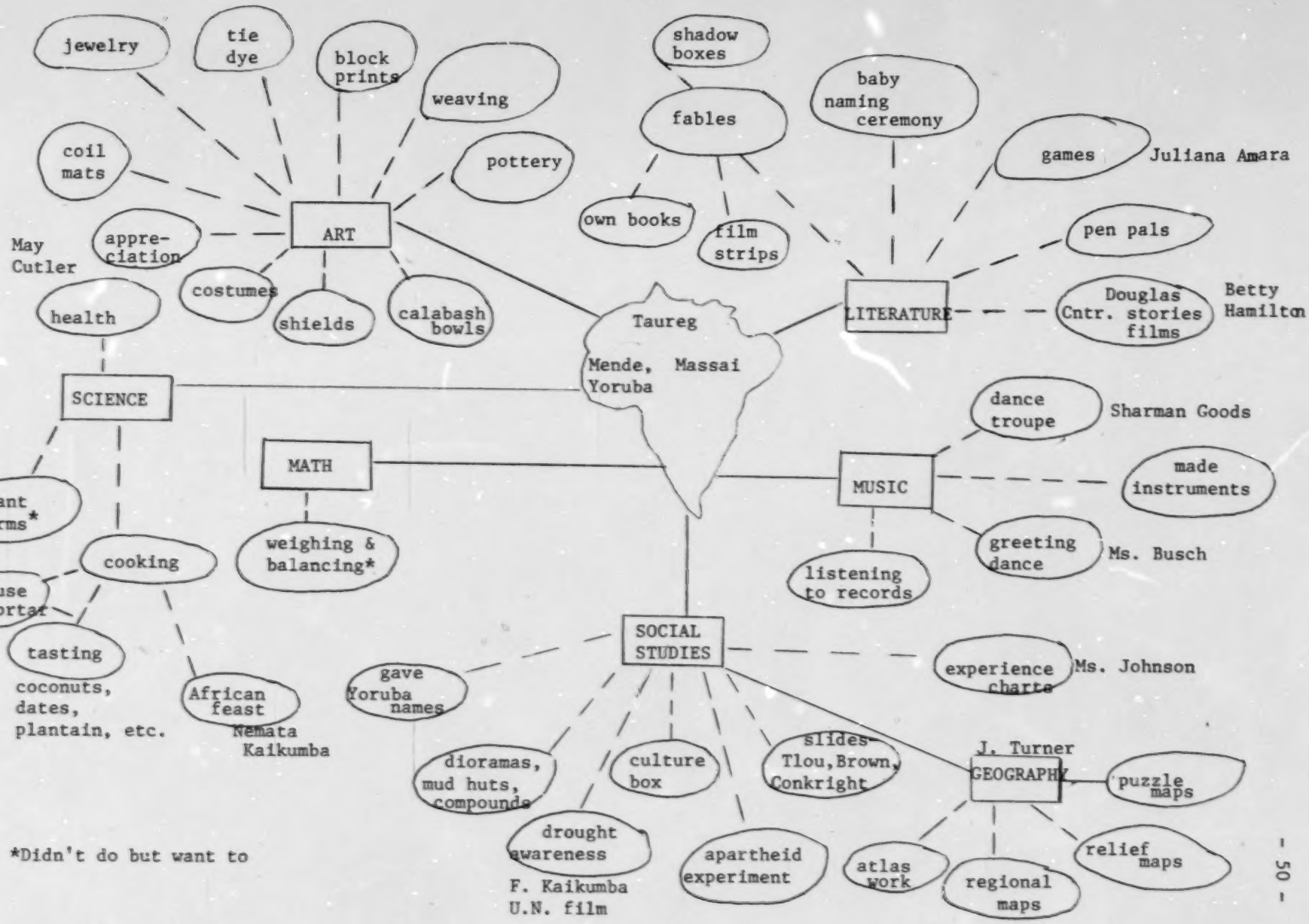
A Unit on African Culture for Grades 2 and 4

Washington Elementary School, Champaign
Teachers: Susan Mullins, Grade 4 and Michele Wagner, Grade 2
Student teacher: Jackie Turner
Parent Aide: Jan Conkright

The unit on African culture for grades 2 and 4 lasted for over a month. It focused on culture in the broadest sense of the word and took an interdisciplinary approach, as the chart on the following page indicates. An attempt was made to show that Africa is culturally diverse and to provide for in-depth study. Four ethnic groups were selected for in-depth study to illustrate diversity, to relate to the Sahel drought and in relation to the availability of written resources and resources in the local community.

Jan Conkright, Susan Mullins and Michele Wagner wrote this preface to the chart on the following page.

This arbitrary division into subject areas, as shown on this chart, was never made during the actual teaching of the unit. The complex interrelationships of the areas made it too cumbersome to show here. It is our opinion that all of these areas help to make up what is called "culture." Through these activities it was hoped that the children would gain an appreciation of three distinct African cultures.



*Didn't do but want to

The persons named on the chart who participated in the unit in addition to the teachers were:

Juliana Amara - graduate student from Sierra Leone
Francis Kaikumba - graduate student from Sierra Leone
Nemata Kaikumba - graduate student from Sierra Leone
Josiah Tlou - graduate student from Rhodesia
May Cutler - Art consultant to the Champaign Schools
Betty Hamilton - Librarian at Douglas Center, an Afro-American cultural center across the street from Washington School
Mrs. Busch - Physical Education teacher at Jefferson Junior High School and parent of one of the children in the class
Mrs. Johnson - Sixth grade teacher, Washington School
Roger Brown - Associate Professor of Education at University of Illinois, who lived in Sierra Leone
Sharman Good's Black Experience Dance Troupe.

The diary which follows was kept informally by the teachers for their own use in planning a unit on Africa for 1974-1975. It is being included in its entirety for the insights it gives into the feasibility of certain kinds of classroom activities for combined classes, for its presentation of children's responses and for its resource suggestions.

Diary of African Unit

Written by: Jan Conkright, Susan Mullins, Jackie Turner and Michelle Wagner

The following is a diary of the events, remarks and daily lessons of the second and fourth grade class rooms of Michelle and Sue while the four of us ventured into our first crude attempt to teach an African unit.

4-22-74

Listed on the board what all people need:
Responses of the children:

clothes	air	family
trade	medicine	
friends	learn	
food	shelter	
water	recreation	
sanitary facilities	tools	
transportation	animals	

Didn't include religion, science, government or controls.

Comments:

Hard to keep order - too large of a group. Not used to mixing with other class age groups. Should have discussed relevance - we know how we meet above needs. Now we're going to learn how different African people meet these needs.

4-23-74

Discussed children's impressions of Africans.

free and simple life
desert
plants
hot
animals
jungle
people
long dresses
drums
witch doctors
trees
ceremonies
dances
music
oompas lumpas
tie dye
cactus
Pygmies
wooden bowls
pottery
huts
villages
schools
bright clothes
cannibals
primitive
natives - don't have things like schools

Used a ditto map and had children cut the map into pieces for a puzzle to trade with a friend. Purpose was to familiarize children with basic outline of Africa.

Comments:

Should have divided group into smaller groups to use paste, scissors, etc. Chaotic.

4-24-74

Jan talked to kids. Brought Africa to the classroom. Showed artifacts,to touch and examine. Kids tried on clothes. Showed on map where artifacts were from.

Comments:

Children were well behaved - at last. Kids were thrilled with the clothes. Some kids were too big to fit the clothes.

4-25-74

Mrs. Johnson talked about what all people need. Tied in the adaption of different people to available resources.

Comments:

Talked a little too long. 1 hr. 20 min.

4-26-74

Jackie used opaque projector to show 4 major regions in Africa. (Savanna, desert, tropical rain forest, mountains.)
Children filled in an outline map as Jackie discussed areas with them.

Comments:

This worked very well. The children grouped in 35 or 45 and made relief maps of Africa. This was very successful. Some children marked areas with paint, some with pine cones or sponges and tooth picks, also sand. Very creative things developed. Sue used wheat paste which cracked - not so great.

4-29-74

Viewed 2 filmstrips borrowed from Edison Junior High School - Rise of Settled Village Life and Contrasts in Nigeria.
Talked about culture boxes. Assigned each child some thing he could bring. Made ditto of possible things to bring representative of our culture.

4-30-74

Mrs. Conkright showed slides of Sierra Leone and talked with children. Children then signed up for the area they wished to study and work on. Each teacher read a story from her area in Africa. On the basis of the story the children chose the area desired.

Comments:

The session lasted 1 hour. "I thought they had kings in Africa." "I thought they had chiefs." "What's a head wife?" These were a few of the questions the children asked Jan.

5-1-74

We were divided into our groups today. Mrs. Conkright had the Mende, Yoruba of West Africa. Michelle and Jackie Turner had the Tuareg of the desert area. Sue had the cattle herding people of East Africa, the Massai.

Jan's group in West Africa made calabash bowls and jewelry. Jan borrowed a necklace of trader beads from House of Art to show the children. They made jewelry from shells and macaroni. They also made paper mache over bowls which were vaselined. These were to resemble calabash bowls. Made a chart of a Mende greeting. Children liked to repeat this.

Comments:

The kids enjoyed the jewelry. Brian was the only one who would not do anything. Couldn't stop them in time to clean up - wanted to finish.

The Desert people of Michelle and Jackie made red clay pots with handles.

Comments:

They enjoyed this. They had a good feeling about their work. They talked about wanting to keep the pots and not sending anything to the drought people. Said they need the money more than the Africans. They needed to understand the problem more before we talked about our bazaar any more.

Sue's East African Massai group started with the culture of the people. She read a story from a Massai book about Thompson's first visit to see the Massai and how they lived. He violated their culture and classified them as uncivilized. Discussed in detail cultural values of our society to help to understand. Went over a few Swahili words. Bring in cloth and wire to make costume. Drank blood and sat in circle because now we are trying to understand another people's beliefs.

Comments:

Hard time relating culture. Must participate in order to understand. The blood was very successful.

5-2-74

Each class finished their culture boxes. Each piece was labeled and listed on a master chart. The following were some of the items included:

Winnie the Pooh record	lipstick	seeds
jello pudding	chapstick	buttons
matches	Campbell's tomato soup	seasonings
bracelet and necklace	perfune	pencils
comic books	hand cream	crayons
shoes	coloring books	ball, bat and mitt
box cake mixes	material	
newspapers	corn	

Comments:

The idea was great but Sue's class had two very heavy boxes which cost $15.00 to send, so the expense was too great. There must be a better way.

5-6-74

African Art by May Cutler.
What is art? Creating, feeling, telling (expressing).

They worked with bronze, ivory, gold, wood, clay. Their colors are from the earth - red, gold, brown, black. What is sculpture? 3 dimensional, see all sides. She showed artifacts and talked about the designs on them. She also told how artists would look at the different pieces of art. Stencil printing was introduced with a wall hanging from May's 4th grade.

Comments:

Not as knowledgeable as had hoped. Didn't know about scarification. Didn't point out where artifacts were from, or what the purpose of each was, other than for art's sake.

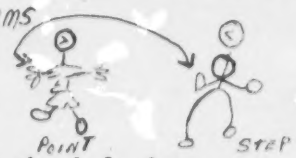
5-7-74

Roger Brown came with his slides of Sierra Leone. Talked with the children about how to make a house of the different people. Slides covered everyday life and children of that country. Very good. Excellent slides of the wild animals. Talked at the children's level - very good.

Sharman Good's Black Experience Dance Troupe - came for all the school. Mixed African dance, Creole, black American dance. Music from Missa Luba, Harry Bellafonte, etc. Should have explained and introduced each dance. This was not African dance - was black experience. Beautifully done, choreographed - exciting - children loved it.

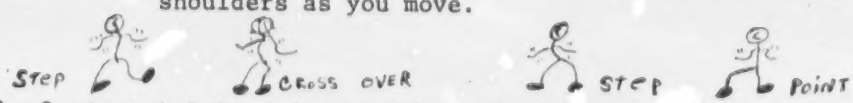
Mrs. Busch (P.E. at Jefferson) taught ~~5 of the~~ teachers a greeting dance from Sierra Leone. The directions follow:

A) 8 times-right foot point; left foot point, step
8 times-point, step again only accent arm swing



B) (stay in the circle) move in and out of circle
8 times-right foot step sideways, cross over with the left foot, step rt., point left, then toward circle center-start left foot. Bend knees and swing arms.

C) 8 times-steps same as "b" only turn around as you step. Shimmy shoulders as you move.



D) 8 times-1,2,3 up (steps like D-don't turn) out from circle and back in.

E) 8 times-In circle step as in "a" but step, shoulders in, step shoulders out.

START OVER

May-8-74

Tuareg - Tried to make ghursah from millet (from Earth Work), dry cottage cheese and water. Used mortar and pestle to grind millet grain into flour. It was really hard to do - kids and teachers appreciated the difficulty of the task (should have ground most of it before - then let kids grind a little). Kids thought it tasted awful - some felt sorry for people in the desert who had to drink it.

Comments:

Problem of transmitting knowledge from 1 or 2 sources to children - lecture and discussions are not the best way.

West Africa - Yoruba names were given to this group with the meaning explained. They were interested in choosing their own names - one was Ebony "the beautiful black wood" no one would take this name - the blackest one was to take that name. Children did not want Abiku names at first because they are born over and over. Concept of reincarnation bothered them. We painted calabash (paper mache') bowls. Tried printing with clay - Michele did not communicate the process to Jan - so there were problems. Everyone saw a play by 5th graders (by Joan Murphy -Aide) about Yoruba baby naming ceremony. Did not mention sacrifice - should have had an introduction.

Masai - Talked about jewelry and cloth they wear, what it takes to become a warrior. Read out of the Masai book by Sonia Bleeker. It was too hard for them to understand, so Sue told the story. Pick a chief and build him a separate hut and make a hat for him. What you have to do to become a chief. Kim Johnson made a beautiful wire and beaded necklace - she saw a picture then went home and made it.

May-9-74

West Africa - Sue Mullins was absent, her children acted up. Others made pictures of compounds, prints with styrofoam, made the oware game. [illegible]al Johnson taught the skill to others - we made it out of egg cartons. Children stayed with it. Sixth graders came and talked about life in compounds. Give greetings in Mende.

Masai - Girls made necklaces and guys made shields (used pizza boards).
Tuareg - Really learned first 2 main steps of Sierra Leone greeting dance and children wanted to do it more. Glazed pots. Read to them about Tuareg in National Geographic. They were involved, interested and worked well. A good day.

May-13-74

West Africa - Read folk tale, they enjoyed this. Some finished last week's projects. A few did not want to choose an activity. I will prepare some games or desk activities.

Masai - Continued activities in lab on necklaces and shields and spears. Were a little noisy.

Tuareg - Discussed "famine" and "drought." Some kids were too selfish to understand the problem. Discussed greeting of the Tuareg and made paper mats (weaving) - ate some dates - will continue to decorate mats later. Kids seem attentive and interested.

May-14-74

West Africa - Went to lab - 1 group did shadow puppets out of black construction paper - made up a story. 3 kids split a coconut - took whole period - everyone tasted it "like coconut oil shampoo", "like fungus." Some poro paper mache masks. Drum is hard to do

Drum is hard to do but Eric wants to do it. Rattle was too hard. Everyone saw a film-strip "Kofi" - mediocre.

Desert - Finish prayer mats - most did a beautiful job. Did our dance for the others.

Masai - We dyed our cloth orange today. They looked terrible and are 16 colors but they think they look neat which is important. Group 2 worked on warrior necklaces and the girls finished their necklaces. It turned out very well. We talked about materials to bring for our hut.

May-15-74 (1-2:30)

West Africa - We used string and rubberbands to tie our material for "Garra." Tie dying was done outside and material was laid on the ground to dry. Children thoroughly enjoyed this activity. A very good day.

Masai - We talked about ancestors and worship and the extended family. They really did not understand the whole thing very well. Finished necklaces. Very difficult process of wrapping copper wire around coat hanger wire. Good way but hard on the fingers.

Desert - Discussed clothing and tent structure. Dyed cloth indigo blue and others made desert scene in box with sand, pipecleaners and paper. Pictures in books showed structure of tents and huts. The kids seem interested in creating things - even more so if they make things individually or in twos. They also listen nicely when we read or describe things about the Tuareg.

May-16-74

Masai - Talked about the house and how to make it. Dressed in costumes and jewelry.

Desert - Jackie dyed rest of cloth. Dry cloth - tried to make costumes. Ann Rothman showed how Arabs in Israel wear head piece. Denise showed how she wraps her head with cloth. I read to them. We practiced our Sierra Leone dance and taught ~~it~~ to West African kids.

West Africa - Mrs. Goldberg sewed dresses and shirts together as I cut them out - worked out good - would/ve been better to have had another sewer. All kids were anxious to have their African clothes finished. Some were not doing "desk work" too well.

May-20-74

Tuareg - Worked on coil mats - difficult to thread needles. Rudolf "we aren't learning anything - we're just doing project."

West Africa - Stories and discussion about family life. Impressed that Mr. and Mrs. Kaikumba are interested in hearing them speak Mande - practiced greeting. Kids are really excited about cooking tomorrow. Good day.

May-21-74

Nemata Kaikumba from Sierra Leone came to supervise African cooking. Mrs. Clemans, a parent, also helped. Some children did not know okra. Although preparation was somewhat confusing children seemed to enjoy cooking and eating our "African feast." We prepared: Jollof Rice, Okra Stew, Chicken Curry, Bean Akare, Fried Plantain and Bananas.

May-22-74

Francis Kaikumba from Sierra Leone came - showed slides of Sierra Leone, brought calabashes and a film of the drought. He told folktales, one about the "Spider" and showed children how to dance like a "devil" and how to drum. We all enjoyed this.

May-22-74

Juliana Amara from Sierra Leone came and taught five African games. She was very outgoing and children enjoyed themselves.

May-24-74

Only Michele's class today - showed filmstrip and discussed it - some were very interested - others didn't participate.

May-28-74

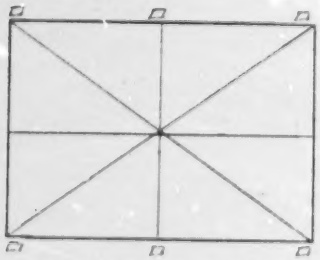
Made tie-dye pictures for sale at picnic to raise funds for drought. 5th grade girl gave me (Michele) a book about Africa - "I hear you are interested in Africa."

Did tongue roller - non tongue rollers were ruling minority. Tongue rollers felt "miserable", "horrible." Demanded that others "get their rights" tomorrow. So they know how it feels," Carl.

Did "book work" and wrote African stories in the library. Some answered a lot of questions and wrote stories, others didnt. Those who need to finish projects are anxious to do so.

Games from Sierra Leone by Juliana Amara

TI-TA-TO



TI TA TO Move markers one space at a time (one space-going from one intersection of three lines, along one of the lines, to the next intersection). Object: Get three of your markers in a row.

AKARA: Stand in line. The leader stands facing a follower and claps his hands three times quickly, then points to either the right or left. The follower claps along with the leader, and tries to anticipate the direction the leader chooses. If he does so correctly three times, he wins, and becomes the leader.

BICYCLE: Stand in line. The leader, facing a follower, simulates the motion of pedaling a bicycle, saying, "bicycle, bicycle," then stops landing either with feet together or feet apart. The follower performs the same activity, again (as in Akara) trying to anticipate the leader's choice. Again, three correct choices produces a new leader.

During 1974-1975 the second and fourth grades again were combined for the study of Africa, although the two grades studied separately more often than in the preceding year. The drought in the Sahel again had an influence on the topics selected for study. A major project was the making of African clothes (from tie dye and other processes) and giving an African style show to raise money for the victims of the Sahel drought. African speakers again taught classes, but they represented more different countries. More audio-visual materials were used along with different outside resource people. One of the outside resource people was Sherry Hendrickson, an art teacher from Franklin Junior High School who also participated in the 1974 Workshop. She taught the class to make African masks from papier mache. The children prepared a museum exhibit of their masks for which they prepared their own explanatory labels. The exhibit was displayed at the World Heritage Museum at the University of Illinois. During the weeks the Africa unit was being taught, the classrooms were full of African artifacts and relief maps (made by the children) to provide constant stimuli for learning about Africa. The interdisciplinary approach to the study of African culture again provided the basis for a successful unit, along with the extensive efforts of the teachers to collect a wide variety of resource materials.

MONDAY

A. Independent

Draw a map of Africa. Choose cards from stack to add details to the map.

B. Kitty

Discuss location of Africa in reference to equator, climate, vegetation, ocean currents, accessability and size

C. Independent

Each has political map of Africa. Choose a topic to fill in map:
pop. countries
rain cities
temp. vegetation

D. Jan

Introduction to Africa

TUESDAY

A. Independent

Locate and color Nigeria in Africa.

Draw Nigeria.

Choose a topic to describe that country on the drawn map.

B. Kitty

Discuss foods, clothing, shelter and jobs in terms of climate and vegetation of the continent.

C. Independent

Look through books. Read and look at pictures.

D. Jan

What is culture?

A compound

WEDNESDAY

A. Jan presented her slides showing her personal experiences in Sierra Leone.

C. African music was played in the background during the presentation.

D.

THURSDAY

A. Independent

Choose a topic to list items from Nigeria.

food
clothes
animals
cities

B. Kitty

Discuss adaptation of Yoruba to South America

C. Independent

Handle materials and objects Jan brought from Sierra Leone.

D. Jan

What's in a name?

Sixth Grade Africa Unit Related to the Taba Curriculum

Washington Elementary School, Champaign
Teacher: Kathleen Johnson
Parent Aide: Jan Conkright

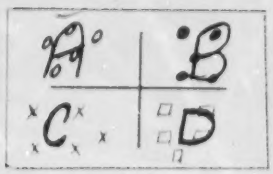
The sixth grade Taba Curriculum for social studies focuses on Middle and South America. One segment of this unit relates African culture, especially that of the Yoruba of Nigeria, to the cultures of Afro-Americans who live in the Americas. The sixth grade unit on Africa developed in relation to the Taba Curriculum lasted for 8 days. The African cultures which were the focus of study were the Yoruba and other Nigerian cultures and the cultures of Sierra Leone, a country where Jan Conkright, the Parent Aide, had lived.

In contrast to the other Africa units described in this section, this unit focused on a diversity of small group learning experiences. The classroom was divided into 4 activity centers which the students visited each day. Two of these activity centers contained books, collected by Mrs. Johnson from the libraries at Washington School and Douglas Center, maps and audio-visual materials. The other two activity centers were teaching stations where Mrs. Johnson and Mrs. Conkright directed activities. As noted on the outline which follows, there were also activities shared by the whole class, although the unit as a whole focused on independent study.

Kathleen Johnson prepared the following outline of activities contained in the unit:

TIME: 1:00 - 2:30 for 8 days, 20 minutes in each center.

ARRANGEMENT OF CLASS: 4 groups of 5 or 6 students.
1 all girls
1 all boys } Selected on basis of friendship and workability
2 mixed



After 20 minutes on one task, in one center, the group would move on to the next center, the next activity.

ADDITIONAL ACTIVITIES: 1 more week of work on reports.
May Cutler, an art consultant for the Champaign Schools, brought some samples of African art and discussed line, texture, design, materials and color with the class.

The students prepared and dyed shirts by tying and stitching it. Some groups made materials to be shared with the class: a bulletin board, a compound diorama, a list of Yoruba names and numbers; and brought books and masks from home.

TUESDAY

Jan's kids talked to ½ the class about their experiences in Sierra Leone

Jan	Kitty
The Yoruba family.	How did Africans get to America? Why were they used? Why did they stay?

WEDNESDAY

Independent	Kitty
Select a topic for a report. Write the names of 6 books which might be helpful.	Music Discuss instruments. Play tapes.

Independent	Jan
Go to Douglass Center to examine books and materials on Africa.	Customs and ceremonies Betrothal and marriage Wedding

THURSDAY

Independent	Kitty
Prepare simple outline for report telling information to be covered.	Read story from Young and Black in Africa a. coil b. birth

Independent	Jan
More work on outline	Life cycle: birth death

FRIDAY

	Make drawings
Discuss reports. Set standards. Answer questions. Guide stragglers.	Select pictures, charts maps, etc., to be in report. Decide means of copying. List.

Preparation for tie dye.

Jan Conkright wrote the following description of her participation in the Africa unit:

The sixth grade curriculum for Social Studies includes a unit on the African slave trade to South America. The dominant group of these slaves were Yorubas from Nigeria. In order to help the students to better understand this era of history and how much of the Yoruba culture continues to survive throughout the Americans in South America, I chose to teach them about traditional Yoruba culture. In 1971 I wrote a term paper on The Life Cycle of the Yoruba upon which I relied heavily for information for class discussions. Much of the information I obtained for the paper was from the Human Relations Area Files and William Bascom's book The Yoruba of Southwestern Nigeria. (New York: Holt, Rinehart and Winston, 1969)

A brief outline of subjects covered in a series of small group discussions follows this description. When we discussed the Yoruba family, some of the ideas were made more realistic by using a small compound I had prepared.

When we discussed the baby naming ceremony I gave each student a Yoruba name and its meaning. This seemed very impressive to them.

One morning my three children visited both 6th grade classrooms and discussed what school was like in Sierra Leone. Another day I showed slides of Senegal and Sierra Leone to both classes and talked about my experiences in Sierra Leone. Mrs. Mariama Sannoh of Sierra Leone demonstrated tieing and dying cloth to the sixth grade. Another activity was a visit to the University High School by 10 students, 2 parents and myself to see 2 African plays. The final activity was a written report by each student. I assisted some students in choosing a topic and helping students to find resources for their reports.

The students seemed to be very enthusiastic with learning more about Africa. They were very inquisitive when I took my children to class and when I showed slides. We compared the extended Yoruba family to our nuclear family which brought about a lot of ingeresting discussion. Given the opportunity to teach an African unit for 6th graders again it would be preferable to have more time and to have more Africans in the classroom.

I. Introduction: Write 5 things you think of when you hear Africa.

II. What is culture?
   1. My experiences in an African culture.
   2. Three geographical areas.

III. What's in a name?
   1. Three categories of names.
   2. Distribution of names to each student.

IV. Yoruba Family
   1. Demonstrate with compound - compound life.
   2. Polygamous
   3. Extended family
   4. Co-wives
   5. Division of property
   6. Scarification
   7. Land tenure
   8. Hospitality and politeness
   9. Simple kinship diagram

V. Bethrothal and marriage.

1. Proposal
   a. Age
   b. Installments of bride price (3)
   c. Negotiator
2. Functions of bridewealth.
3. Obligations of suitors during bethrothal.
4. Duties toward scarification rites.
5. Other obligations to betrothed's family.

VI. Weddings
1. Usually after rainy season.
2. Duties of first wife.
3. Ritual visits to home after marriage.
4. "Children" of the bride.

VII. Birth and children.
1. Duty to bear and rear children.
2. Importance of "Orisha".
3. Child deaths.
4. Child birth practices.
5. Baby naming ceremony.
   a. Christian
   b. Moslem

VIII. Death
1. Funeral rites and ceremonies governed by considerations of birth, rank and cause of death.
2. Society fees.
3. Death of King.
4. Other circumstances.
5. Who performs burials and other rites.
6. Mourning

IX. Tie dye
Group to University High School.

During 1974-1975 the sixth grade at Washington School again studied Africa through a diversity of small group learning experiences. The length of the unit was one month and more and different resources were included in the activity centers. There were more African guest speakers who taught the class about music, dance, games, folktales, foods, money and child care in Sierra Leone, Ghana and Nigeria. Some of the children learned African games, which they then taught to first and second grade children who were studying about Africa.

Mrs. Johnson shared many of the resources she used with other sixth grade teachers in Champaign schools, as well as with teachers of first and second grades at Washington School who were teaching about Africa for the first time. She also participated in the selection of a text on the Yoruba to be used in Champaign sixth grades in 1975-1976.

A Curriculum Outline for Studying about Africa in Elementary School

by Jan Conkright

Jan Conkright was a participant in the African Outreach Workshop who served as a Parent Aide for the two Africa units at Washington School. During 1974-1975 she wrote a term paper on a curriculum on Africa for an education course at the University of Illinois. In this term paper she discussed rationales for studying about Africa and provided further insights into the practical problems of teaching about Africa in elementary school, as well as presenting ideas for teaching about Africa based on her experiences at Washington School. The two sections of her term paper directly related to the topics mentioned appear below:

Rationale and Approach

There are several reasons for wanting or needing to teach about Africa. We will not go into these justifications here, but will assume that the reader is already motivated to begin. If, however, the reader desires reinforcement, the following reference is recommended: E. J. Murphy & H. Stein, Teaching Africa Today, (New York: Citation Press, 1973)

The two major problems that seem to face the teacher who chooses to include Africa in the curriculum are: 1) the vast amount of material that could potentially be covered, and 2) the small amount of time that can generally be used to cover Africa due to competition from other important aspects of the curriculum. The inclusion of Africa in an elementary classroom is especially problematic. We contend that children of an elementary age do need reliable information upon which to build their impressions of Africa. Otherwise, all too often, inaccurate impressions from non-school sources will so completely capture the young student that later attempts to correct this at the junior and senior high level will be of no use.

Some time during the first six years of a child's schooling, the child should at least be introduced to valid information. A minimum of two weeks can barely be expected to do the job--anything less is probably a waste of time. We hope here to be able to demonstrate an attempt to delimit the areas and information to be covered, so that the vastness of Africa is portrayed and yet the child has a chance to know a few details about some of the people and places. It is a compromise, not the ideal.

Our approach at the elementary level is that a unit on Africa should be a total experience involving all facets of the curriculum; not just social studies or reading and literature. This is probably best accomplished in a team effort involving one or more classroom teachers, as well as the specialists in art, music, home economics and other subjects. This is also a good opportunity to involve the community--parents and other interested adults. There may be a former Peace Corps volunteer or missionary who can contribute to the unit. We are also committed to a "hands on" approach for as many activities as possible. Too many of the child's impressions have already been formed by colorful and striking presentations--reading and teacher talk alone can hardly be expected to compete. Most of these activities are best done in small groups. Resource persons often can help to sub-divide a larger class. We would caution the teacher against trying to combine children of diverse ages into any discussion group--a combination of a 2nd and 4th grade class did not work well.

Included here will be general ideas, some content and several specific activities that the teacher can use. Some reference will be made to other sources, but it is hoped that a teacher could reasonably cope with a short unit on Africa by using this paper and its attachments.

Although no one perspective from the academic desciplines could possibly provide all that is needed to even minimally understand Africa, this paper will emphasize the anthropological, that is, the people and the way they live. At the secondary level, teachers may wish to devote more time to the historical, political and economic aspects of Africa, but at the elementary school level these areas remain secondary to the socio-cultural. The material will be divided into general cultural, geographical and specific culture/ethnic groups. These divisions are for the convenience of some logical presentation.

Most teachers will probably do best in teaching Africa if they begin by admitting that there is just too much to know and that the teacher is prepared to learn right along with the students. There are very few African experts in elementary classrooms!

Curriculum Suggestions

I. Determining where the student is: "What does Africa mean to you?"

The first step in teaching about Africa is to determine the students' present knowledge, impressions, and interests. From this the teacher can build upon interests and know what misconceptions need to be overcome. Some impressions may be partially correct -- there are jungles, pygmies and elephants in Africa -- but they need to be counter-balanced and placed in perspective.

Some of the things suggested during class discussions by our classes were:

free and simple life
deserts
plants
hot
animals
jungle
black people
long dresses
drums
witch doctors
trees
ceremonies
dances
music
umpas lumpas
tie dye
cactus
pygmies
wooden bowls
pottery
huts
villages
schools
bright clothes
cannibals
primitive
natives don't have schools

Activities:
1. Class discussion
2. Write a story
3. Draw a picture

These are good pre-lesson/post lesson opportunities.

II. Culture (general)

In this section, we are trying to impress upon the children the diversity of ways that groups of people have adapted to their environment and organized themselves to meet basic human needs. Special attention should be given to the contrasts in present-day Africa associated with the differences in economy (farm, cattle herding, city, etc.), and the different colonial experiences.

Activities: 1. Visit from an American, who has lived in Africa. This person can describe the adjustments they had to make to schools, churches, transportation, weather, health, sanitation, etc. This can be especially effective when the Americans are children who are nearly the same age as your students.

2. Visit from an African. It is important to note that many Africans are as limited in their experiences of all of Africa as an American is for all of America. Try to keep visitors focused on their personal experiences. African children generally will be too timid because of language, to be effective speakers.

3. Slides or film. Visitors may have slides which will add to their presentation. Second best would be a general film.

4. Class discussion of what all people need to live. Our students listed:

clothes	trade	friends
food	water	transportation
sanitary facilities	air	medicine
learn	shelter	recreation
tools	animals	family

Younger children will not include such things as religion or government (law, army).

5. Reading. It seems most effective to prepare short report idea cards which make reference to specific pages in specific books. This allows the teacher to help the student focus rather than wander and to avoid flagrant misinformation or insensitivities that may be found in many books.

6. Culture boxes. Ask children to bring, or at least write down, what they would like to send to an African school to show them what life is like in America, or at least in your neighborhood. The problem of actually sending such a collection of "artifacts" is the expense. One of our classes had to pay $15.00 for 2nd Class Postage.

The Problem of Prejudice

This problem is relevant to many different studies, not just Africa. However, an African unit provides an good opportunity to show the problems and injustices brought about when one group of people restrict the rights and privileges of others. The students respond well to short term restrictions placed on certain groups of students, such as labeling some drinking fountains for brown eyed people only, or only people who can roll their tongues may sit at the front of the class.

III. Geography or Physical Setting

It is impossible to discuss the variety and immensity of Africa without at least some elementary understanding of geography including topography and weather. The notes by Tendai Makure (in Appendix C of Part I) are useful. The children generally enjoy active map work such as:

1. Puzzles--each piece equals a country or region
2. Fill-in maps
3. Paste/clay land forms

Of specific concern is the problem of drought in the Sahel and the Sudan, and the danger of famine. American students really have difficulty understanding hunger and the desert, but the United Nations has a good film and U.S.A.I.D. has slides. The students can generally be involved in a money-raising project related to relief. (See the crafts section-Bazaar, below).

IV. Specific culture study

Finally the teacher will want to acquaint the students with one or more particular cultural groups. It is probably best to totally avoid some of the more colorful or unusual groups such as the pygmies or Bushmen, even though there is a relatively large amount of material available.

The TABA social science curriculum has a unit at the 6th grade level covering the Yoruba from Nigeria in connection with the slave trade. Studying the homeland of the Yorubas and contrasting the contemporary Yoruba with their American descendants is a very natural connection. The Yoruba are a numerous group with many large cities, a well-developed pre-colonial social system, Islamic and Christian religious life, and many written materials are available about them. Other groups which might be included are the Mende of Sierra Leone who, like the Yoruba, live in the rain forest area in an English speaking country; the Tureag, a nomadic group who live in the Sahel area of the Western Sudan; and the Masai who live in Kenya on the savanna plains of East Africa.

Activities: 1. Names. The Yoruba especially place great importance and meaning on names. (The African American Institute distributes a mini-unit on Yoruba names). Most of the students delight in being given a new name, especially if they can use this during the remainder of the African study. Many African groups also place considerable emphasis on the ceremony connected with giving the names. A play reinacting such a ceremony can be very beneficial.

2. Dwellings. The teacher, or preferably the students, can construct a typical dwelling, compound, tent or camp. These dwellings may then be used to discuss or illustrate various family/kinship and economic topics. Some of the topics that might be covered are ancestor worship, child rearing, marriage and scarification.

3. Food. Food, of course, is a daily and basic aspect of life. An appreciation or at least familiarization with the food habits of an African group are significant for understanding other aspects of their life. Students should be shown, and preferably eat, such foods as an uncut pineapple, a full coconut (these are hard to crack), plaintain, okra, yams and sugar cane. The Masai drink a blood/milk combination, which can be simulated by adding some red food coloring to room temperature milk. It will get students to thinking! Using a mortar and pestle is quite an experience if you can get one. (Inter Culture Associates in Thompson, Connecticut sells them.) Preparing a full meal is especially useful.

4. Games and Entertainment. One of the most widely played games in Africa is owari (the Ghanian name). It can be played using an egg carton and some beads or beans. Some other children's games are described in Appendix C of Part I. Dances can also be fun. A physical education teacher may be able to teach some. See our diary for details about a greeting dance. Africans also spend a lot of time telling stories. Many of these are available in children's books and provide a useful quiet time activity.

5. Crafts. Arts and crafts are also a very useful learning experience for the students and are an important reflection of African life and the relationship of Africans to the spiritual world. Some of the crafts that might be taught are:

a. Tie-dye cloth
b. Clothing from the tie-dye and other replicated cloth.
   Simple shirts and shifts, wrap-around skirts and robes are fairly easy to sew, even in the classroom.
C. Calabash bowls - made from paper mache and painted with African designs.
d. Jewelry made from beads and macaroni.
e. Musical instruments such as drums and rattles.
f. Clay pots
g. Mats (used for sleeping or for praying)
h. Shields and spears

6. Counting and Greeting in an African Language. Appendix C of Part I gives the greetings in one of the South African languages. Many others are readily available in children's books. This is a good place to make use of any African visitors that come to the classroom.

7. A Bazaar. Staging a bazaar or market place gives the students a chance to show off crafts and food they have made or learned about. If they can actually sell the items to other students in the school, or to parents, money can then be available to buy additional African materials, or to donate to the African Drought Relief Fund or a some other Africa-related charity. The students also can learn about market behavior, especially the idea of bargaining over a price, and can learn the relative value of items in the African context.